

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monterey Ridge Elementary School	37682960111187	November 14, 2019	November 14, 2019

School Vision and Mission

The mission and vision at Monterey Elementary School is a partnership of families, community, and educators which works to ensure all students are successful life-long learners. Our mission is aligned 3 District LCAP Goals:

~Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

~Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

~Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

School Profile

Monterey Ridge Elementary School opened its' doors to the first class of students on August 24, 2006. As the 23rd elementary school in the award winning Poway Unified School District, we are proud to be an integral part of the growing community of 4S Ranch, San Diego. We are proud to be part of this master planned community. Our current enrollment is 985. Students have joined us from throughout San Diego County and farther as they take up residence in this quickly growing community.

Our school is designed so that our students work in five small learning communities housed in villages. Each village houses seven classrooms which center around a family room. Each classroom in grades 2 - 5 is equipped for 1-to-1 student computer access using Chromebooks stationed on a Chromebook Cart.

An outdoor patio provides additional workspace for students and staff. In addition, our school offers classrooms built to house both full time and part time preschool classes. The main building houses the administrative offices, as well as a multi-purpose room, student library, Special Education classrooms and a Maker Space. Our school also has 20,000 square feet of solar panels which produce as much as 60% of the energy we consume each day.

Our student population reflects the diversity of the community surrounding our school. 26% of our students are Asian, 12% Filipino, 7% Hispanic, 5% African American, and 39% Caucasian. 10% of our students are listed as other, often a reflection of a mixture of ethnic groups. At this time, 15% of our students are classified as English Language Learners and 12% of our students receive free or reduced price lunch.

We are proud to be a part of the 4S Ranch community and look forward to building a strong partnership with our families, businesses and others throughout the area.

Stakeholder 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 SPSA and Annual Review and Update

Monterey Ridge understands the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. On an annual basis MRES Staff analyze data and programs to determine strengths and next steps. Based on findings goals, actions, and strategies are developed and implemented.

Parents are encouraged to be a part of our site planning in the following ways:

- Participating in the ThoughtExchange process
- Participating in the CA Healthy Kids Survey
- Completing other parents surveys conducted by the site
- Attending Back to School Night in August
- As a member of school site council
- Attending parent events
- Parents of EL students are invited and encouraged to attend ELAC Meetings.

Parents are made aware of these opportunities through weekly emails, school website, texts, and classroom newsletters.

All students completed a site student survey in Spring 2019. Fifth graders also completed the CA Healthy Kids Survey.

Our SPSA and accompanying budgets are shared with School Site Council and English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year, and any changes are voted on and approved by school site council members. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.10%	0.1%		1	1
African American	1.0%	0.80%	1.11%	10	8	11
Asian	43.6%	44.64%	44.01%	442	446	437
Filipino	10.2%	10.41%	9.16%	103	104	91
Hispanic/Latino	5.9%	6.21%	5.94%	60	62	59
Pacific Islander	%	%	0.1%			1
White	31.0%	28.43%	28.3%	314	284	281
Multiple/No Response	0.8%	2.10%	3.52%	8	21	35
	Total Enrollment			1,014	999	993

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	192	167	173
Grade 1	151	147	139
Grade 2	174	161	156
Grade3	161	186	163
Grade 4	172	169	191
Grade 5	164	169	171
Total Enrollment	1,014	999	993

Conclusions based on this data:

1. Overall, student enrollment dropped slightly from 1,014 to 993.
2. The make-up of our students groups has remained consistent over the past 3 years.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	160	157	172	15.8%	15.7%	17.3%
Fluent English Proficient (FEP)	231	240	211	22.8%	24.0%	21.2%
Reclassified Fluent English Proficient (RFEP)	67	33	23	36.6%	20.6%	14.6%

Conclusions based on this data:

1. The percentage of English Learners has increase slightly over the past 3 years, from 15.8% in to 17.3%.
2. The percentage of Fluent English Proficient (FEP) has declined over the past 3 years from 22.8% to 21.2%.
3. There has been a significant drop in the percentage of Reclassified Fluent English Proficient students over the past 3 years from 36.6% to 14.6%.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	161	186	160	158	184	157	158	184	157	98.1	98.9	98.1
Grade 4	171	170	187	167	170	186	167	170	186	97.7	100	99.5
Grade 5	171	172	170	168	171	170	168	171	170	98.2	99.4	100
All	503	528	517	493	525	513	493	525	513	98	99.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2496.	2515.	2505.	54.43	69.02	63.69	23.42	16.85	19.75	13.29	7.61	6.37	8.86	6.52	10.19
Grade 4	2537.	2534.	2562.	56.89	53.53	63.44	23.95	26.47	22.58	10.78	11.18	9.68	8.38	8.82	4.30
Grade 5	2573.	2573.	2580.	55.36	55.56	52.94	26.19	26.32	28.24	8.93	6.43	9.41	9.52	11.70	9.41
All Grades	N/A	N/A	N/A	55.58	59.62	60.04	24.54	23.05	23.59	10.95	8.38	8.58	8.92	8.95	7.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.80	53.80	61.78	31.65	38.04	29.30	14.56	8.15	8.92
Grade 4	48.50	50.59	63.44	41.32	39.41	30.65	10.18	10.00	5.91
Grade 5	52.38	52.63	61.76	36.31	38.60	31.18	11.31	8.77	7.06
All Grades	51.52	52.38	62.38	36.51	38.67	30.41	11.97	8.95	7.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.70	72.83	53.50	34.81	22.28	37.58	9.49	4.89	8.92
Grade 4	59.88	51.76	57.53	32.34	37.65	37.63	7.78	10.59	4.84
Grade 5	63.69	62.57	58.24	27.98	26.90	35.29	8.33	10.53	6.47
All Grades	59.84	62.67	56.53	31.64	28.76	36.84	8.52	8.57	6.63

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.47	41.85	47.77	47.47	55.98	46.50	5.06	2.17	5.73
Grade 4	43.11	38.82	48.92	49.70	56.47	48.39	7.19	4.71	2.69
Grade 5	39.88	43.27	45.88	54.76	50.29	45.88	5.36	6.43	8.24
All Grades	43.41	41.33	47.56	50.71	54.29	46.98	5.88	4.38	5.46

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.70	63.04	55.41	30.38	31.52	35.03	13.92	5.43	9.55
Grade 4	49.10	45.88	58.06	43.71	44.12	37.10	7.19	10.00	4.84
Grade 5	53.57	54.97	55.88	36.31	35.67	34.71	10.12	9.36	9.41
All Grades	52.74	54.86	56.53	36.92	36.95	35.67	10.34	8.19	7.80

Conclusions based on this data:

1. Achievement Data in English Language Arts has remained consistent with 8-9% of students scoring "Standard Not Met", and 88-90% of students scoring "Standard Met" or "Above Standard".

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	161	186	160	160	186	157	160	186	157	99.4	100	98.1
Grade 4	171	170	187	169	170	186	169	170	186	98.8	100	99.5
Grade 5	171	172	170	170	172	170	170	172	170	99.4	100	100
All	503	528	517	499	528	513	499	528	513	99.2	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2508.	2520.	2510.	54.38	64.52	60.51	28.13	24.19	24.84	9.38	8.06	8.92	8.13	3.23	5.73
Grade 4	2567.	2560.	2575.	65.68	62.35	70.97	21.89	20.59	20.97	7.69	12.94	4.30	4.73	4.12	3.76
Grade 5	2587.	2603.	2587.	62.35	71.51	57.65	18.24	10.47	17.06	12.94	11.05	17.06	6.47	6.98	8.24
All Grades	N/A	N/A	N/A	60.92	66.10	63.35	22.65	18.56	20.86	10.02	10.61	9.94	6.41	4.73	5.85

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	71.25	79.57	71.97	20.00	13.44	19.75	8.75	6.99	8.28	
Grade 4	81.07	75.88	82.26	11.83	15.88	12.90	7.10	8.24	4.84	
Grade 5	68.82	75.58	62.94	21.76	12.79	22.35	9.41	11.63	14.71	
All Grades	73.75	77.08	72.71	17.84	14.02	18.13	8.42	8.90	9.16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.75	70.97	65.61	28.13	25.27	28.03	8.13	3.76	6.37
Grade 4	62.13	61.76	69.35	30.18	32.35	25.81	7.69	5.88	4.84
Grade 5	54.71	69.77	55.88	37.65	21.51	32.94	7.65	8.72	11.18
All Grades	60.12	67.61	63.74	32.06	26.33	28.85	7.82	6.06	7.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61.25	71.51	65.61	30.00	23.12	24.84	8.75	5.38	9.55
Grade 4	69.23	63.53	69.35	23.08	30.00	26.88	7.69	6.47	3.76
Grade 5	55.88	62.79	54.71	37.06	30.81	35.88	7.06	6.40	9.41
All Grades	62.12	66.10	63.35	30.06	27.84	29.24	7.82	6.06	7.41

Conclusions based on this data:

1. Students scoring "Standard Not Met" have declined by almost 2%, from 6.4% to 5.5% over the past 3 years.
2. Students scoring "Standard Met" or "Above Standard" increased from 82.4% to 85.3% over the past 3 years.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1491.7		1483.1		1511.9		37	
Grade 1	1544.4		1514.5		1573.9		38	
Grade 2	1508.6		1520.4		1496.2		25	
Grade 3	1522.8		1523.3		1521.8		20	
Grade 4	1548.3		1546.1		1550.0		13	
Grade 5	1540.2		1547.0		1532.9		15	
All Grades							148	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.68	47.22	*	30.56	*	*	*	*	37	36
1	86.84	*	*	*	*			*	38	12
2	68.00	*	*	*	*	*	*	*	25	18
3	*	*	*	*	*	*	*	*	20	14
4	*	*	*	*	*	*			13	13
5	*	*	*	*	*	*	*	*	15	*
All Grades	68.24		20.27		*		*		148	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.86	44.44	*	33.33	*	*	*	*	37	36
1	81.58	*	*	*	*		*	*	38	12
2	84.00	61.11	*	*	*	*	*	*	25	18
3	60.00	*	*	*		*	*	*	20	14
4	*	92.31	*			*	*		13	13
5	73.33	*	*	*		*	*		15	*
All Grades	71.62		16.89		*		*		148	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.68	38.89	*	47.22	*	*	*	*	37	36
1	84.21	*	*	*	*			*	38	12
2	52.00	*	*	*	*	*	*	*	25	18
3	*	*	*	*	*	*	*	*	20	14
4	*	*	*	*		*	*		13	13
5	*	*	*	*	*	*	*	*	15	*
All Grades	60.14		22.97		10.81		*		148	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	86.49	55.56	*	38.89	*	*	37	36
1	94.74	91.67	*		*	*	38	12
2	76.00	*	*	*	*		25	18
3	70.00	*	*	*	*	*	20	14
4	*	*	*	*			13	13
5	*	*	*	*	*		15	*
All Grades	78.38		16.22		*		148	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.46	44.44	*	41.67	*	*	37	36
1	65.79	*	31.58	*	*	*	38	12
2	80.00	61.11	*	*	*	*	25	18
3	75.00	*	*	*	*	*	20	14
4	84.62	84.62	*	*	*		13	13
5	73.33	*	*	*	*		15	*
All Grades	70.27		20.27		9.46		148	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.86	*	29.73	69.44	*	*	37	36
1	89.47	*	*	*		*	38	12
2	56.00	*	*	77.78	*	*	25	18
3	*	*	65.00	*	*	*	20	14
4	*	*	*	*	*	*	13	13
5	*	*	*	*	*	*	15	*
All Grades	56.76		35.14		8.11		148	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	83.78	88.89	*	*	*	*	37	36
1	84.21	*	*	*		*	38	12
2	60.00	*	*	61.11	*	*	25	18
3	*	*	*	85.71	*	*	20	14
4	*	*	*	*	*		13	13
5	*	*	*	*		*	15	*
All Grades	70.27		24.32		*		148	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

- Over the past two years, the percentage of EL Students at Monterey Ridge scoring "Minimally Developed" on the ELPAC assessment increased from 7% to 12% and the number of EL Students scoring "Well Developed" has decreased from 74% to 42%.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	13	*	11	2	1	1	15.4	*	10
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	459	459	441	5	7	17	1.1	1.5	4
Filipino	104	103	72	1	5	1	1.0	4.9	1
Hispanic or Latino	63	65	59	3	8	3	4.8	12.5	5
Did not Report	11	24	35	0	0	1	0.0	0.0	5
Pacific Islander			*			*			*
Two or More Races	79	78	98	1	4	6	1.3	5.1	7
White	328	296	282	10	11	11	3.0	3.8	4
Male	532	519		13	19		2.4	3.7	
Female	526	515		10	17		1.9	3.3	
English Learners	183	172	172	4	5	11	2.2	3.0	10
Students with Disabilities	120	126		9	13	10	7.5	10.5	8
Socioeconomically	72	113	102	7	8	14	9.7	7.4	11
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	205	177		11	11		5.4	6.3	
Grades 1-3	505	505		9	19		1.8	3.8	
Grades 4-6	348	352		3	6		0.9	1.7	
Grades 7-8									
Grades K-8	1,058	1,034		23	36		2.2	3.5	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,058	1,034	1000	23	36	40	2.2	3.5	4

Conclusions based on this data:

1. There has been an increase in Chronic Absenteeism over the past two years.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.2	0.1

Conclusions based on this data:

1. Student suspension rates remain at exceptionally low levels.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Monterey Ridge Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based upon the Spring of 2020 CA Assessment of Student Performance and Progress (CAASPP), the percentage of students at "Standards Met" or "Standards Exceeded" in the overall area of Math will increase by 3%, and the percentage of students identified as being in the following specific groups will increase by 10%: English Learner and Students with Disabilities.

Identified Need

The need was identified by analysis of Monterey Ridge's data from the Math portion of the Spring 2019 CA Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 CA Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 84% of all students at "Standard Met" or "Standard Exceeded".	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 3% from 84% to 87% in 2020.
English Learner Data from the Math portion of the Spring 2020 CA Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 55% of all students at "Standard Met" or "Standard Exceeded".	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10% from 55% to 65% in 2020.
EDY/Title I Data from the Math portion of the Spring 2020 CA Assessment of Student Performance and Progress (CAASPP) for EDY/Title 1 Students.	Data from the Spring 2019 CAASPP Math test shows 54% of EDY/Title 1 Students at "Standard Met" or "Standard Exceeded".	The percentage of EDY/Title 1 students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10% from 55% to 65% in 2020.
Student with Disabilities Data from the Math portion of the Spring 2020 CA Assessment of Student Performance and Progress	Data from the Spring 2019 CAASPP Math test shows 43% of all students at "Standard Met" or "Standard Exceeded".	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10% from 43% to 53% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(CAASPP) for All Students.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below proficient in the area of Math. Data analysis has shown weaknesses in specific math skills.

Strategy/Activity

A combination of credentialed Impact Teachers and research-based programs designed for intervention instruction will be used for students who are below proficient. Groups will be flexible, and achievement data monitored on an on-going basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2800	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Used for Certificated Impact Teachers and teacher release time for student intervention meetings.
6880	English Learners 1000-1999: Certificated Personnel Salaries Used for Certificated Impact Teachers and teacher release time for student intervention meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in every classroom will receive standards based math instruction.

Strategy/Activity

TK-5 Teachers will develop and implement math instruction that will include:

- ~Math Talks
- ~Math Performance Tasks
- ~Small group differentiated instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Based upon the Spring of 2020 CA Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts will increase by 3% and the percentage of students identified as being in the following specific groups will increase by 10%: English Learner and Students with Disabilities.

Identified Need

The need was identified by analysis of Monterey Ridge's data from the English Language Arts portion of the 2019 CA Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the 2020 CA Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the 2019 CAASPP English Language Arts test shows 84% of all students at "Standard Met" or "Standard Exceeded".	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will grow by 3% from 84% to 87%.
English Learner Data from the English Language Arts portion of the 2020 CA Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the 2019 CAASPP English Language Arts test shows 33% of English Learners at "Standard Met" or "Standard Exceeded".	The percentage of English Learners with scores of "Standard Met" or Standard Exceeded" on the English Language Arts portion will grow by 10% from 33% to 43%.
EDY/Title I Data from the English Language Arts portion of the 2020 CA Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1 Students.	Data from the 2019 CAASPP English Language Arts test shows 65% of EDY/Title 1 Students at "Standard Met" or "Standard Exceeded".	The percentage of EDY/Title 1 Students with scores of "Standard Met" or Standard Exceeded" on the English Language Arts portion will grow by 5% from 65% to 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the English Language Arts portion of the 2020 CA Assessment of Student Performance and Progress (CAASPP) for students identified as Students with Disabilities.	Data from the 2019 CAASPP English Language Arts test shows 43% of Students with Disabilities at “Standard Met” or “Standard Exceeded”.	The percentage of Students with Disabilities with scores of “Standard Met” or Standard Exceeded” on the English Language Arts portion will grow by 10% from 43% to 53%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below proficient in the area of English Language Arts. Data analysis has shown weaknesses in specific reading skills.

Strategy/Activity

A combination of credentialed Impact Teachers and research-based programs designed for intervention instruction will be used for students who are below proficient. Groups will be flexible, and achievement data monitored on an on-going basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,800

Source(s)

Educationally Disadvantaged Youth
 1000-1999: Certificated Personnel Salaries Used for Certificated Impact Teachers and teacher release time for student intervention meetings.

6,880

English Learners
 1000-1999: Certificated Personnel Salaries Used for Certificated Impact Teachers and teacher release time for student intervention meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-5 Students will receive standards based instruction.

Strategy/Activity

All TK-5 Teachers will administer CORE Assessments in ELA to measure proficiency in specific reading skills. Teachers will:

- ~Provide targeted small group instruction
- ~Create playlists that include rigorous tasks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2020, the percentage of students who report feeling safe at school will increase by 5%, resulting in an increase in school attendance rate of 1.4% and a decrease in site chronic absenteeism rate of 2%.

Identified Need

This need was identified by analyzing data from a Monterey Ridge Survey conducted in Spring 2019 and site attendance data from 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from a student survey that will be conducted on site in Spring 2020 and site attendance data.	Data from a Spring 2019 site student survey shows that 88% of all students feel safe at school. For the 2018-2019 school year, attendance rate was 96.6% and chronic absenteeism rate was 10%.	The percentage of students who feel safe at school as measured by a site student survey will grow by 5% from 88% to 93%. The attendance rate will grow 1.4% from 96.6% to 98% and chronic absenteeism rate will drop 2% from 10% to 8%.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Counselor 3 days per week to address student needs and to be a part of our Leadership Team, S3 Team, and PBIS Team. This includes Tiered class lessons, as well as small group work for social skills, regulation, attendance, and focus), one on one work sessions, conflict mediation, alternate recess room and staff development. All students will receive second step classroom lessons, participate in weekly Friday Flag focused on Character Building, actively listen to principal's morning message promoting good decision making followed by a Mindful Moment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth No additional budgeted expenditures.
0	English Learners No additional budgeted expenditures.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$19,360.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$5,600.00
English Learners	\$13,760.00

Subtotal of state or local funds included for this school: \$19,360.00

Total of federal, state, and/or local funds for this school: \$19,360.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	5,600.00
English Learners	13,760.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,600.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	13,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,680.00
Goal 2	9,680.00
Goal 3	0.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role	Date	Signature
Sal Embry	Principal		
Leslie Bell	Classroom Teacher		
Alanna Newlin	Classroom Teacher		
Rhonda Reed.	Classroom Teacher		
Vonnie Warrick	Other School Staff		
Camielle DeCamp	Parent or Community		
Kiran Kumar	Parent or Community		
Bill Sullivan	Parent or Community		
Vic Vadi	Parent or Community		
James Wood	Parent or Community		

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Date	Committee or Advisory Group Name
	October 24, 2019	English Learner Advisory Committee
	October 24, 2019	Gifted and Talented Education Program Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/14/19.

Attested:

Principal, Sal Embry on 11/14/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019