

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	3768296011187	December 10, 2021	December 16, 2021

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. In partnership with our families, we work to prepare our students for success in a diverse society. We provide multiple pathways of learning and engagement to increase the college and career readiness of our students and to close the achievement gaps for all of our student groups.

Mission:

We, the Monterey Ridge Learning Community, is built on a foundation of strong character, confidence, and competence. We are committed to creating a culture of success by building the knowledge and skills to ensure college, career, and life readiness for every student.

Vision:

To insure that our vision is realized, the Monterey Ridge Elementary Staff commits to: - Collaborate effectively with staff and community - Support all students learning and meeting or exceeding standards - Communicate by listening to understand, and speaking to be understood - Respect and care for all - Hold all students responsible for good learning habits and appropriate behavior - Foster and model a life-long love of learning and a positive "can do" attitude.

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 and it is an honor to be named a California Distinguished School in 20012 and 2018 and a National Blue Ribbon School in 2020. 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 student population reflects the diversity of the community surrounding our school. 44% of our students are Asian, 9% Filipino, 7% Hispanic, 0.75% African American, and 26% Caucasian. 9% 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 continuing to build 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 student data and programs to determine which leads us to identify strengths and next steps. Based on our findings, we set goals, actions, and strategies to be implemented with our students.

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 parent 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 2020. 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. From the onset of the pandemic, we have sought creative ways to engage with our stakeholders such as parent forms and school celebrations via zoom.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.1%	0%	%	1	0	
African American	1.11%	0.74%	0.8%	11	7	7
Asian	44.01%	43.68%	47.2%	437	415	409
Filipino	9.16%	9.37%	7.9%	91	89	68
Hispanic/Latino	5.94%	7.05%	7.6%	59	67	66
Pacific Islander	0.1%	0.21%	0.1%	1	2	1
White	28.3%	26.11%	26.2%	281	248	227
Two or More Responses	7.75%	9.26%	10.2%	77	88	88
Not Reported	3.52%	3.58%	%	35	34	
Total Enrollment				993	950	866

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	173	167	154
Grade 1	139	129	118
Grade 2	156	144	127
Grade3	163	156	146
Grade 4	191	162	159
Grade 5	171	192	162
Total Enrollment	993	950	866

Conclusions based on this data:

- Over the past three years, student enrollment declined from 1,014 to 866.
- The make-up of our student 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	172	117	111	17.3%	12.3%	12.8%
Fluent English Proficient (FEP)	211	272	245	21.2%	28.6%	28.3%
Reclassified Fluent English Proficient (RFEP)	23	71	30	14.6%	41.3%	25.6%

Conclusions based on this data:

1. The percentage of English Learners has decreased over the past 3 years, from 15.7% in to 12.8%.
2. The percentage of Fluent English Proficient (FEP) has increased over the past 3 years from 21.2% to 28.3%.
3. There has been an increase in the percentage of Reclassified Fluent English Proficient students over the past 3 years from 14.6% to 25.6%.

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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	160			157			157			98.1		
Grade 4	187			186			186			99.5		
Grade 5	170			170			170			100		
All	517			513			513			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2505.			63.69			19.75			6.37			10.19		
Grade 4	2562.			63.44			22.58			9.68			4.30		
Grade 5	2580.			52.94			28.24			9.41			9.41		
All Grades	N/A	N/A	N/A	60.04			23.59			8.58			7.80		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	61.78			29.30			8.92			
Grade 4	63.44			30.65			5.91			
Grade 5	61.76			31.18			7.06			
All Grades	62.38			30.41			7.21			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	53.50			37.58			8.92		
Grade 4	57.53			37.63			4.84		
Grade 5	58.24			35.29			6.47		
All Grades	56.53			36.84			6.63		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	47.77			46.50			5.73		
Grade 4	48.92			48.39			2.69		
Grade 5	45.88			45.88			8.24		
All Grades	47.56			46.98			5.46		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	55.41			35.03			9.55		
Grade 4	58.06			37.10			4.84		
Grade 5	55.88			34.71			9.41		
All Grades	56.53			35.67			7.80		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	591	425	71.9	598	462	77.3	592	448	75.7
African-American	5	0	0	5	0	0	5	1	20
Asian	274	224	81.8	282	246	87.2	275	231	84
Caucasian	137	86	62.8	135	94	69.6	136	97	71.3
Filipino	35	25	71.4	36	30	83.3	36	26	72.2
Hispanic	46	31	67.4	44	28	63.6	44	27	61.4
Other	94	59	62.8	96	64	66.7	96	66	68.8
English Learners	60	21	35	63	28	44.4	63	18	28.6
Students with Disabilities	81	34	42	81	36	44.4	82	38	46.3
Socioeconomically Disadvantaged	62	32	51.6	61	37	60.7	63	32	50.8
Foster Youth							1	1	100
Homeless Youth	10	5	50	11	7	63.6	11	7	63.6

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			71.8			72.1			66.4
African-American			0			0			50
Asian			81.5			83.1			78.7
Caucasian			69.2			65.4			56
Filipino			62.5			87.5			71.4
Hispanic			50			55.6			55.6
Other			65			50			44.4
English Learners			61.1			55			31.3
Students with Disabilities			35			38.1			30
Socioeconomically Disadvantaged			50			61.5			46.2
Homeless Youth			0			33.3			33.3
Grade 3									
All Students			74.1			82.2			81.5
Asian			84.9			90.5			89.2
Caucasian			60			80			88
Filipino			78.6			86.7			80
Hispanic			66.7			55.6			50
Other			54.5			65.2			62.5
English Learners			38.5			64.3			50
Students with Disabilities			61.1			55.6			55.6
Socioeconomically Disadvantaged			44.4			60			60
Homeless Youth			50			50			50
Grade 4									
All Students			73.1			75.9			76.8
African-American			0			0			0
Asian			80.8			83.5			81.7
Caucasian			65.4			69.2			70.4
Filipino			83.3			100			71.4
Hispanic			75			66.7			66.7
Other			64.5			68.8			81.8
English Learners			28.6			31.3			22.2

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Students with Disabilities			44.4			52.6			52.6
Socioeconomically Disadvantaged			75			68.4			70
Foster Youth									100
Homeless Youth			75			80			80
Grade 5									
All Students			68.9			78.5			76.3
Asian			79.3			93.1			86.2
Caucasian			60			67.2			71.2
Filipino			57.1			57.1			57.1
Hispanic			73.3			71.4			66.7
Other			66.7			81			76.2
English Learners			6.7			23.1			13.3
Students with Disabilities			32			34.8			48
Socioeconomically Disadvantaged			33.3			52.6			30
Homeless Youth			100			100			100

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	472	6.57	15.47	12.08	65.89
African-American	3	33.33	66.67	0	0
Asian	215	4.65	10.23	8.84	76.28
Caucasian	111	3.6	21.62	17.12	57.66
Filipino	29	13.79	13.79	13.79	58.62
Hispanic	36	19.44	16.67	19.44	44.44
Other	78	6.41	19.23	10.26	64.1
English Learners	48	37.5	35.42	10.42	16.67
Students with Disabilities	62	27.42	20.97	9.68	41.94
Socioeconomically Disadvantaged	51	25.49	23.53	11.76	39.22
Foster Youth	1	0	0	100	0

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	8	0	25	0	75

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Monterey Ridge Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	457	290	464	464	464	454	449	448
Winter	478	358	464	483	487	476	478	479
Spring	490	408	479	504	494	480	487	486
Growth	33	118	15	40	30	26	38	38
Grade 2								
Fall	523	665	7	522	505	523	522	524
Winter	540	738	5	545	513	541	538	533
Spring	549	781	5	556	516	547	548	548
Growth	26	116	-2	34	11	24	26	24
Grade 3								
Fall	551	793	0	58	2	553	552	547
Winter	569	874	0	38	9	566	573	568
Spring	578	906	0	37	7	576	580	576
Growth	27	113	0	-21	5	23	28	29
Grade 4								
Fall	577	910	0	49	0	579	579	573
Winter	585	945	0	38	7	588	588	579
Spring	595	993	0	29	2	594	600	592
Growth	18	83	0	-20	2	15	21	19
Grade 5								
Fall	587	954	0	36	2	591	588	581
Winter	599	1008	0	43	2	606	597	591
Spring	612	1065	0	8	2	617	613	606
Growth	25	111	0	-28	0	26	25	25

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Monterey Ridge Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Data from 2018-2019 CAASPP data shows 83.63% of students meeting or exceeding standards in ELA. The comparison iReady data for Spring 2021 shows 75.7% of students meeting or exceeding benchmark in ELA.
2. All student data for Spring 2021 iReady data shows 77.97% of students meeting or exceeding standards with percentages for subgroups ranging from a high of 85.1% for Asian students and a low of 28.6% for English Language Learners, and Student With Disabilities 46.3%, and EDY 50.8%.
3. Spring 2021 iReady data shows 3rd grade with the highest percentage of students meeting benchmarks (81.5%) and 2nd grade with the lowest percentage of students meeting benchmarks (66.4%).

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	160			157			157			98.1		
Grade 4	187			186			186			99.5		
Grade 5	170			170			170			100		
All	517			513			513			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2510.			60.51			24.84			8.92			5.73		
Grade 4	2575.			70.97			20.97			4.30			3.76		
Grade 5	2587.			57.65			17.06			17.06			8.24		
All Grades	N/A	N/A	N/A	63.35			20.86			9.94			5.85		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	71.97			19.75			8.28			
Grade 4	82.26			12.90			4.84			
Grade 5	62.94			22.35			14.71			
All Grades	72.71			18.13			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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	65.61			28.03			6.37		
Grade 4	69.35			25.81			4.84		
Grade 5	55.88			32.94			11.18		
All Grades	63.74			28.85			7.41		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	65.61			24.84			9.55		
Grade 4	69.35			26.88			3.76		
Grade 5	54.71			35.88			9.41		
All Grades	63.35			29.24			7.41		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	590	356	60.3	605	411	67.9	600	389	64.8
African-American	5	1	20	5	1	20	5	0	0
Asian	272	212	77.9	285	233	81.8	284	230	81
Caucasian	136	63	46.3	137	78	56.9	136	70	51.5
Filipino	35	18	51.4	36	23	63.9	34	18	52.9
Hispanic	47	17	36.2	45	21	46.7	44	17	38.6
Other	95	45	47.4	97	55	56.7	97	54	55.7
English Learners	61	27	44.3	65	32	49.2	67	24	35.8
Students with Disabilities	82	26	31.7	83	40	48.2	81	29	35.8
Socioeconomically Disadvantaged	62	20	32.3	65	27	41.5	65	21	32.3
Foster Youth	1	1	100				1	0	0
Homeless Youth	10	6	60	11	7	63.6	11	6	54.5

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			65.4			68.4			61.8
African-American			0			0			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			81.5			80.3			83.1
Caucasian			44			65.4			42.3
Filipino			87.5			87.5			62.5
Hispanic			40			22.2			22.2
Other			50			50			35
English Learners			64.7			60			42.1
Students with Disabilities			30			42.9			30
Socioeconomically Disadvantaged			27.3			46.2			15.4
Homeless Youth			0			66.7			33.3
Grade 3									
All Students			61.3			69.6			64.5
Asian			76.4			81.3			79.7
Caucasian			60			72			58.3
Filipino			42.9			53.3			30.8
Hispanic			22.2			44.4			28.6
Other			40.9			50			52.2
English Learners			42.9			53.3			40
Students with Disabilities			38.9			61.1			38.9
Socioeconomically Disadvantaged			60			54.5			54.5
Homeless Youth			100			50			50
Grade 4									
All Students			59.5			67.3			66.5
African-American			33.3			33.3			0
Asian			74.4			79.7			76.5
Caucasian			46.2			53.8			48.1
Filipino			66.7			66.7			71.4
Hispanic			30.8			46.2			46.2
Other			46.9			59.4			69.7
English Learners			40			40			33.3
Students with Disabilities			31.6			47.4			36.8
Socioeconomically Disadvantaged			33.3			55			33.3
Foster Youth			100						0
Homeless Youth			75			60			60

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 5									
All Students			56.3			66.7			66
Asian			80.7			86.7			86.2
Caucasian			41.7			48.3			54.2
Filipino			14.3			57.1			66.7
Hispanic			46.7			64.3			46.7
Other			52.4			66.7			57.1
English Learners			26.7			40			26.7
Students with Disabilities			28			44			37.5
Socioeconomically Disadvantaged			20			19			30
Homeless Youth			100			100			100

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	471	7.64	26.54	4.88	60.93
African-American	3	33.33	66.67	0	0
Asian	215	3.72	16.28	4.19	75.81
Caucasian	111	8.11	37.84	4.5	49.55
Filipino	28	10.71	35.71	21.43	32.14
Hispanic	36	22.22	33.33	2.78	41.67
Other	78	8.97	30.77	2.56	57.69
English Learners	48	33.33	33.33	6.25	27.08
Students with Disabilities	61	31.15	31.15	4.92	32.79
Socioeconomically Disadvantaged	52	30.77	32.69	0	36.54
Foster Youth	1	0	100	0	0
Homeless Youth	8	25	12.5	0	62.5

**Grades 2-8 and 11 iReady Math Growth Summary by Grade Level
Spring**

Monterey Ridge Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	415	0	412	424	413	416
Winter	420	0	418	428	416	419
Spring	432	0	428	440	427	431
Growth	17	0	16	16	14	15
Grade 2						
Fall	437	0	432	446	434	439
Winter	446	0	442	451	444	447
Spring	455	0	451	462	455	453
Growth	18	0	19	16	21	14
Grade 3						
Fall	454	0	449	459	457	454
Winter	467	0	461	477	472	459
Spring	481	0	477	483	484	481
Growth	27	0	28	24	27	27
Grade 4						
Fall	479	0	474	487	480	476
Winter	489	0	484	498	492	482
Spring	501	0	499	500	504	505
Growth	22	0	25	13	24	29
Grade 5						
Fall	489	0	488	495	491	484
Winter	501	0	506	499	499	497
Spring	514	0	516	508	518	513
Growth	25	0	28	13	27	29

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Monterey Ridge Elementary School																
Am Indian/Alskn Nat																
Black/African Am																

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. Data from 2018-2019 CAASPP data shows 84.21 % of students meeting or exceeding standards. The comparison iReady data for Spring 2021 shows 64.8%% of students meeting benchmark.
2. All student data for Spring 2021 data shows 64.8%% of students meeting or exceeding benchmarks with percentages for subgroups ranging from a high of 80.1% (Asian) and a low of 35.8% (EL) Students with Disabilities 35.8%, EDY with 32.3%.
3. Spring 2021 iReady data shows 4th grade with the highest percentage of students meeting benchmarks (66.5%) and 2nd grade with the lowest percentage at 61.8%.

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	1481.1	1483.1	1479.0	1511.9	1485.5	37	36
Grade 1	1544.4	1499.5	1514.5	1495.2	1573.9	1503.3	38	12
Grade 2	1508.6	1514.3	1520.4	1510.3	1496.2	1517.7	25	18
Grade 3	1522.8	1478.9	1523.3	1472.9	1521.8	1484.4	20	14
Grade 4	1548.3	1579.9	1546.1	1565.9	1550.0	1593.4	13	13
Grade 5	1540.2	*	1547.0	*	1532.9	*	15	7
All Grades							148	100

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	
	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	*	16.67	*	5.56	37	36
1	86.84	50.00	*	41.67	*	0.00		8.33	38	12
2	68.00	38.89	*	38.89	*	11.11	*	11.11	25	18
3	*	7.14	*	42.86	*	21.43	*	28.57	20	14
4	*	76.92	*	15.38	*	7.69		0.00	13	13
5	*	*	*	*	*	*	*	*	15	*
All Grades	68.24	45.00	20.27	32.00	*	13.00	*	10.00	148	100

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	*	16.67	*	5.56	37	36
1	81.58	66.67	*	25.00	*	0.00	*	8.33	38	12
2	84.00	61.11	*	16.67	*	5.56	*	16.67	25	18
3	60.00	21.43	*	42.86		14.29	*	21.43	20	14
4	*	92.31	*	0.00		7.69	*	0.00	13	13
5	73.33	*	*	*		*	*	*	15	*
All Grades	71.62	53.00	16.89	27.00	*	11.00	*	9.00	148	100

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	*	5.56	*	8.33	37	36
1	84.21	41.67	*	50.00	*	0.00		8.33	38	12
2	52.00	22.22	*	44.44	*	27.78	*	5.56	25	18
3	*	7.14	*	7.14	*	64.29	*	21.43	20	14
4	*	69.23	*	7.69		23.08	*	0.00	13	13
5	*	*	*	*	*	*	*	*	15	*
All Grades	60.14	35.00	22.97	35.00	10.81	20.00	*	10.00	148	100

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	*	5.56	37	36
1	94.74	91.67	*	0.00	*	8.33	38	12
2	76.00	55.56	*	44.44	*	0.00	25	18
3	70.00	7.14	*	64.29	*	28.57	20	14
4	*	69.23	*	30.77		0.00	13	13
5	*	*	*	*	*	*	15	*
All Grades	78.38	52.00	16.22	41.00	*	7.00	148	100

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	*	13.89	37	36
1	65.79	41.67	31.58	50.00	*	8.33	38	12
2	80.00	61.11	*	22.22	*	16.67	25	18
3	75.00	42.86	*	50.00	*	7.14	20	14
4	84.62	84.62	*	15.38	*	0.00	13	13
5	73.33	*	*	*	*	*	15	*
All Grades	70.27	54.00	20.27	36.00	9.46	10.00	148	100

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	22.22	29.73	69.44	*	8.33	37	36
1	89.47	83.33	*	8.33		8.33	38	12
2	56.00	16.67	*	77.78	*	5.56	25	18
3	*	7.14	65.00	57.14	*	35.71	20	14
4	*	46.15	*	38.46	*	15.38	13	13
5	*	*	*	*	*	*	15	*
All Grades	56.76	31.00	35.14	55.00	8.11	14.00	148	100

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	*	2.78	*	8.33	37	36
1	84.21	25.00	*	66.67		8.33	38	12
2	60.00	27.78	*	61.11	*	11.11	25	18
3	*	7.14	*	85.71	*	7.14	20	14
4	*	61.54	*	38.46	*	0.00	13	13
5	*	*	*	*		*	15	*
All Grades	70.27	51.00	24.32	40.00	*	9.00	148	100

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. The trend from 2017-18 to 2018-19 was 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		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	11	7	7	1	*	0	10	*	0
American Indian or Alaskan	*			*			*		
Asian	441	442	439	17	26	2	4	5.88	0.46
Filipino	72	94	69	1	2	0	1	2.13	0
Hispanic or Latino	59	74	73	3	4	6	5	5.41	8.22
Did not Report	35			1			5		
Pacific Islander	*	1		*			*		
Two or More Races	98	101	93	6	8	2	7	7.92	2.15
White	282	262	229	11	18	7	4	6.87	3.06
Male									
Female									
English Learners	172	101	129	11	8	7	10	7.92	5.43
Students with Disabilities			98	10		5	8		5.1
Socioeconomically	102		116	14		15	11		12.93
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1000	984	910	40	59	17	4	6	1.87

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

- Over the past 3 years there has been a decrease of 2.13% in Chronic Absenteeism from 4% in the 2018-2019 school year to 1.87% in the 2020-2021 school year.
- The two subgroups with the highest chronic absenteeism are EL at 8.22% and EDY at 12.93%.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.2	0.3	0

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Student suspension rates have remained at exceptionally low levels over the past three years.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

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 Spring 2022 iReady testing, 85% of all students in grades 2, 3, 4, and 5 will be meeting or exceeding grade level standards in the overall area of math.

Identified Need

In the spring of 2021, students in grades K-5 showed that 84.25% were meeting or exceeding grade level standards in math as measured by spring iReady.

Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 55.24%
 EL: 37.88%
 EDY: 22.22%
 Students with Disabilities: 31.71%
 Hispanic: 26.56%
 African American: 30.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the iReady assessment for All Students.	Data from Spring 2021 iReady Math test shows 84% of grade K-5 students met or exceeded standards.	85% of students in grades 3 - 5 will meet or exceed grade level standards as measured by CAASPP Spring 2022.
English Learner Data from the Math portion of the Spring 2021 CAASPP assessment for All Students.	Data from Spring 2019 CAASPP Math test shows 54.5% of a EL students met or exceeded standards.	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10% from 54.5% to 64.5% by Spring 2022 CAASPP.
EDY/Title I Data from the Math portion of the Spring 2021 CA Assessment of Student Performance and Progress (CAASPP) for EDY/Title 1 Students.	Data from the Spring 2019 CAASPP Math test shows 54.3% of EDY/Title 1 Students met or exceeded standards.	The percentage of EDY/Title 1 students in grades 3-5 with scores of "Standard Met" or "Standard Exceeded" on the Math portion of CAASPP will grow by 10% from 54.3% to 64.3% by Spring 2022.
Student with Disabilities Data from the Math portion of the Spring 2021 CA Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 43% of all students met or exceeded standards.	The percentage of Students with Disabilities in grades 3-5 with scores of "Standard Met" or "Standard Exceeded" on the Math portion of CAASPP will grow by 10% from 43% to 53% by Spring 2022.

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 not meeting benchmarks in the area of Math (grades TK-5).

Strategy/Activity

Small group instruction, support and reteaching in the general education classroom provided by the classroom teacher. Collaboration, Math Talks, and Rich Math Tasks allow students to practice and gain stronger skills.

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)

Educationally Disadvantaged Youth
None Specified

English Learners
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EDY and EL students in grades TK-5 who are not meeting grade level standards for Math.

Strategy/Activity

Each grade level team will collaborate to provide intervention strategies using a designated grade level Impact Teacher.

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)

2,940.00

English Learners
1000-1999: Certificated Personnel Salaries

3,860.00

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

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.

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

Our site was unable to hire an Impact Teacher which prevented at-risk students from receiving additional small group instruction.

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.

Continue to use iReady for formative and CAASPP for summative.

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 2021 iReady assessment 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.

Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 71.60%
 EL: 47.73%
 EDY: 47.22%
 Students with Disabilities: 41.18%
 Hispanic: 51.28%
 African American: 0.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the 2021 Spring iReady assessment for All Students.	Data from the Spring 2021 iReady assessment shows 77.97% of all students at "Standard Met" or "Standard Exceeded".	The percentage of grade 3 - 5 students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the 2022 CAASPP will grow by 3% from 77.97% to 80.97%.
English Learner Data from the English Language Arts portion of the Spring 2021 iReady assessment for students identified as English Learners.	Data from the Spring 2021 iReady English Language Arts test shows 27.09% of English Learners at "Standard Met" or "Standard Exceeded".	The percentage of English Learners in grades 3 - 5 with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the 2022 CAASPP will grow by 10% from 27.09% to 37.09%.
EDY/Title I Data from the English Language Arts portion of the Spring iReady Assessment for students identified as EDY/Title 1 Students.	Data from the Spring 2021 iReady assessment shows 50.98% of EDY/Title 1 Students at "Standard Met" or "Standard Exceeded".	The percentage of EDY/Title 1 Students in grades 3 - 5 with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the 2022 CAASPP will grow by 5% from 50.98% to 55.98%.
Student with Disabilities Data from the English Language Arts portion of the Spring 2021 iReady assessment for students identified as Students with Disabilities.	Data from the Spring 2021 iReady test shows 51.62% of Students with Disabilities at “Standard Met” or “Standard Exceeded”.	The percentage of Students with Disabilities in grades 3 - 5 with scores of “Standard Met” or Standard Exceeded” on the English Language Arts portion of the 2022 CAASPP will grow by 5% from 51.62% to 56.62%.

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 not meeting benchmarks on the reading portion of iReady in grades 2, 3, 4, and 5 as well as students no meeting grade level standards in reading for grades TK - 1.

Strategy/Activity

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. Specific strategies may include, but not limited to, leveled reading instruction, daily phonemic awareness, daily use of Lexia and iReady, Benchmark Advance curriculum.

Monterey Ridge will facilitate SSS meetings on a regular basis. Teachers will be provided release time to analyze data and participate in SSS meetings and to develop learning plans for at-risk students.

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)
1060.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Used for teacher release time for student intervention meetings. Used to provide small group instruction for at risk learners.
4140.00	English Learners 1000-1999: Certificated Personnel Salaries Used for teacher release time for student intervention meetings. Used to provide small group instruction for at risk learners.

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

A credentialed Impact Teacher will provide support to identified students on specific reading skills. Groups will be flexible and growth will be monitored using assessment data.

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
- Monitor progress on iReady and Lexia on a regular 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)

None Specified

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.

Due to the suspension of CAASPP testing due to COVID 19, we were unable to measure growth based on the assessment.

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

The physical school closure, as the result of COVID 19, impacted the ability to complete planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. Professional learning for all grade levels with the Math TOSA did occur as a follow up to the California Assessment Conference and the Math Conference. Full Utilization of the Math CAASPP Interim Benchmark Assessments were not realized and two of the Math Lesson Studies did not occur due to the school closure.

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.

Plans for the 2020-2021 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2019-2020 with adjustments being made to meet the needs of our new learning platforms- Modified In-Person Hybrid & Virtual Learning. To meet the needs of our new learning environment/platforms and to extend the learning experience for all our students, the use of the online adaptive learning program iReady Math will be implemented for grades K-5. This program will be used to measure academic progress and support individualized learning path for each student beyond the modified instructional day.

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

Through classroom instruction and classroom lessons targeting social thinking, school behavior expectations, and positive behavior supports, the percentage of students who report feeling safe at school will increase by 5%.

Identified Need

Based upon the Fall 2020 California Healthy Kids Survey, 93% of students surveyed reported feeling safe at school.

Alternative Metrics

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 2021 and site attendance data. Site will administer California Healthy Kids Survey.	Data from a Spring 2021 site student survey shows that 95% of all students feel safe at school.	The percentage of students who feel safe at school as measured by a site student survey will grow by 5% from 93% to 98% based on Spring 2022 site survey.
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

Based on our enrollment, MRES gets a Counselor 5 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(virtual) Friday Flag focused on Character Building, actively listen to principal's morning message promoting good decision making followed by a Mindful Moment.

A new student survey will be conducted in the spring of 2022 to reevaluate "if students feel safe at school".

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 None Specified No additional budgeted expenditures.
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0	English Learners No additional budgeted expenditures.
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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.

The results of the 2020-2021 show that we met our goal of increasing the percentage of students who feel safe at school. The target growth of 5% was met and our percentage increased from 88% to 93% of students feeling safe at school.

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

In both the virtual and in person settings, our teachers and counselor were able to implement social thinking lessons for all students. The MRES staff also focused on and competed lessons for No Place For Hate as well as Character Counts lessons.

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.

With schools fully reopened for the 2021-2022 school year, we anticipate a larger than normal need for social emotional supports for students. Our schoolwide focus this year is connection before content in an effort to reconnect staff and students into a safe school environment.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2022, Monterey Ridge students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

Based on survey information from community and the California Healthy Kids Survey there is a need to address anti-racism through systemic equity and inclusion at Monterey Ridge.

Alternative Metrics

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 2021 and site attendance data. Site will administer California Healthy Kids Survey.	Data from a Spring 2021 site student survey shows that 93% of all students feel safe at school.	The percentage of students who feel safe at school as measured by a site student survey will grow by 5% from 93% to 98%.
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 5 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

(virtual) focused on Character Building, actively listen to principal's morning message promoting good decision making followed by a Mindful Moment.

Monterey Ridge will achieve our certification for a No Place For Hate School which includes:

- No Place For Hate Pledge
- ~3 Lessons:
 1. "Allyship / Bystander/ Start with Hello"
 2. Identity
 3. We may look different, but we feel the same
- Additionally Monterey Ridge teaches all students 3 lessons as part of our work with Specialized Academic Instruction (SAI):
 1. Physical Disabilities
 2. Autism Awareness
 3. Deaf and Hard of Hearing Awareness

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
0	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Create a site equity team made of classified and certificated staff.

Strategy/Activity

Attend full day SDCOE trainings three times in the 2021-2022 school year and bring back lessons to staff to increase awareness of barriers that our families and students are facing.

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)
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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.

The results of the 2020-2021 show that we met our goal of increasing the percentage of students who feel safe at school. The target growth of 5% was met and our percentage increased from 88% to 93% of students feeling safe at school.

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

In both the virtual and in person settings, our teachers and counselor were able to implement social thinking lessons for all students. The MRES staff also focused on and competed lessons for No Place For Hate as well as Character Counts lessons.

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.

With schools fully reopened for the 2021-2022 school year, we anticipate a larger than normal need for social emotional supports for students. Our schoolwide focus this year is connection before content in an effort to reconnect staff and students into a safe school environment.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive, and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 5: Chronic Absenteeism

By June 2022 Monterey Ridge will show a chronic absenteeism rate of 1%.

Identified Need

Currently, the chronic absenteeism rate at Monterey Ridge is 1.87%.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Attendance	The current chronic absenteeism rate is 1.87%.	By June 2022 Monterey Ridge will show a chronic absenteeism rate of 1% or less.
English Learner Student Attendance	The current chronic absenteeism rate is 5.43%	By June 2022, English Learners will show a chronic absenteeism rate of 3% or less.
EDY/Title I Student Attendance	The current chronic absenteeism rate is 12.93%	By June 2022, EDY/Title 1 will show a chronic absenteeism rate of 7% or less.
Student with Disabilities Student Attendance	The current chronic absenteeism rate is 5.1%	By June 2022, Students with Disabilities will show a chronic absenteeism rate of 2.5% or less.

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

Monterey Ridge will create an early monitoring system to identify and support students once they reach 6 all day absences (in total, not consecutive). Students identified will be closely monitored.

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)

Educationally Disadvantaged Youth

English Learners

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	\$12,000.00

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	\$4,920.00
English Learners	\$7,080.00

Subtotal of state or local funds included for this school: \$12,000.00

Total of federal, state, and/or local funds for this school: \$12,000.00

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	4,920.00
English Learners	7,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
None Specified	0.00

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	4,920.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	7,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,800.00
Goal 2	5,200.00
Goal 3	0.00
Goal 4	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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/>

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