

# The Single Plan for Student Achievement

**School:** Marguerite Montgomery Elementary School  
**CDS Code:** 57726786118905  
**District:** Davis Joint Unified School District  
**Principal:** Sally Plicka  
**Revision Date:** 5/24/2016

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

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

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**Position:** Principal  
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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School and Student Performance Data .....	3
CAASPP Results (All Students) .....	3
Title III Accountability (School Data) .....	5
Title III Accountability (District Data).....	6
Planned Improvements in Student Performance .....	7
School Goal #1 .....	7
School Goal #2 .....	9
School Goal #3 .....	11
School Goal #4 .....	13
School Goal #5 .....	15
School Goal #6 .....	17
Summary of Expenditures in this Plan .....	18
Total Allocations and Expenditures by Funding Source .....	18
Total Expenditures by Goal .....	19
School Site Council Membership .....	20
Recommendations and Assurances.....	21

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	78	74	94.9	74	2409.8	22	24	15	39
Grade 4	52	51	98.1	50	2445.8	14	31	20	33
Grade 5	51	47	92.2	46	2485.5	13	28	30	28
Grade 6	67	63	94.0	63	2533.9	21	35	22	22
All Grades	248	235	94.8	233		18	29	21	31

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	42	31	14	45	42	24	46	30	22	46	32
Grade 4	12	54	34	14	46	40	14	64	22	14	46	22
Grade 5	13	59	26	17	52	28	13	72	13	15	76	9
Grade 6	30	38	30	29	40	30	21	68	10	24	62	13
All Grades	22	47	30	18	45	36	19	61	19	19	56	20

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	78	76	97.4	76	2417.9	20	22	22	36
Grade 4	52	50	96.2	50	2459.8	8	36	32	24
Grade 5	51	50	98.0	49	2492.7	16	10	40	32
Grade 6	67	64	95.5	64	2535.0	22	19	34	25
All Grades	248	240	96.8	239		17	22	31	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	33	30	37	22	41	37	24	51	25
Grade 4	18	44	38	16	52	32	24	46	30
Grade 5	20	41	39	12	49	39	14	53	33
Grade 6	28	34	38	20	50	30	22	52	27
All Grades	26	36	38	18	47	34	21	51	28

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	127	139	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	127	139	
Number Met	68	83	
Percent Met	53.5%	59.7%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	131	35	144	36		
Number Met	20	16	25	24		
Percent Met	15.3%	45.7%	17.4%	66.7%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
The number of students reading at grade level as determined by local assessments will increase by 10%.
<b>Data Used to Form this Goal:</b>
As a school staff we reviewed all State-wide and school-wide data from the last three years. In addition we reviewed local reading card scores for all returning students.
<b>Findings from the Analysis of this Data:</b>
When reviewing the strand scores in the English Language Arts STAR exam we discovered that the reading comprehension scores were lower than other strands. In addition, upon reviewing the local reading card assessments we realized as a staff that we have significant numbers of students at all grade levels reading below grade level.
<b>How the School will Evaluate the Progress of this Goal:</b>
Formative assessment at the site level including teacher created assessments, and district-wide assessments including Rigby, BPST, SAn Diego Quick, IRI and Running record will be monitored and evaluated three times per year at academic conferences.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and train well-qualified, bilingual para-educators in guided reading and literacy support. Create a schedule for literacy support in grades 1-6. Literacy support will be provided at level of 2 para-educators in each classroom for 40 minutes per day 4 days per week.	6/12/17	Principal, reading specialist, ELD teacher, reading recovery specialist, classroom teachers.	Para-educator salaries		Title I Part A: Allocation	45,000
			3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class		District Funded	9,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff has identified reading comprehension as an area of focus for next year. Provide professional development and collaborative discussion time to explore best practices in teaching reading comprehension.	6/12/2017	Principal, classroom teachers, specialists.	Provide professional development resources on teaching reading comprehension		Title I Part A: Allocation	507
Use and analyze formative data to identify students needing tier 2 or tier 3 intervention. Create an in-class tier II literacy intervention program. This will be done in academic conferences/collaboration time and will be informed by the classroom teacher and support specialists as needed.	6/12/17	Principal, classroom teachers, specialists	Academic Conferences and Collaboration Time - see Goal 7			
Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level 4-6 with a focus on 1-3	6/12/2017	Principal, classroom teachers, specialists, support staff	Reading Specialist at .4 FTE Reading Specialist at .4 FTE		District Funded Title I Part A: Allocation	28,700 28,700
Provide readily available and appropriate texts to support reading instruction and common core implementation.	6/12/2017		Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts		LCFF - Base	5,000



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
Eighty percent of English Language Learners will move one level per year on the CELDT with the exception of the intermediate level where they will spend no more than two years.
<b>Data Used to Form this Goal:</b>
ELA and CELDT level proficiency were used to form this goal. Forty-six percent of EL students met the goal of moving one CELDT level per year.
<b>Findings from the Analysis of this Data:</b>
The data review showed that students who make consistent progress on the CELDT continue grade level growth while those who stall in the progress on CELDT struggle in grade level academics. When reviewing the CELDT data we see that students not moving toward proficiency on CELDT were stalled in their reading comprehension scores.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual CELDT assessment as well as formative assessments and monitoring of progress in English Language Development using ADEPT assessment and authentic assessments, such as writing assessments and classwork. California Standards Test scores, curriculum assessments, and other formative assessments and data. Intervention meeting discussions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-assess using Academic Conference and collaboration time on an 11 week schedule. Use resources identified in Central Support Services goal #1	6/12/2017	Principal, ELD specialist, ELD para-educator, classroom teachers.	EL Specialist, 1.1 FTE		Title III	55,500
			EL Specialist, .4 FTE		District Funded	30,750
			RtI Block instructional supplies		LCFF - Supplemental	1,559
			ELD Para-educator		LCFF - Supplemental	19,500
			ELD Para-educator		Local Categorical	6,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Using CELDT and Adept data, identify Long-term English Learners and provide tier 2 and tier 3 intervention. Use resources identified in Central Support Services goal #1	6/12/2017	Principal, ELD specialist, classroom teachers, ELD Para-educator				
Provide on-going professional development through professional collaborative time as identified in Centralized Services goal #1	6/12/17	Principal, ELD specialist, classroom teachers				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
The percentage of students scoring proficient or above on the local mathematics assessments will increase by 10%.
<b>Data Used to Form this Goal:</b>
STAR data and district benchmark data were used when forming this goal.
<b>Findings from the Analysis of this Data:</b>
Math scores do not meet federal benchmarks. A achievement gap exists amongst our Latino and Low SES students.
<b>How the School will Evaluate the Progress of this Goal:</b>
All district benchmark data will be reviewed at PLC and Academic Conference meetings. Benchmark data will give formative feedback as we work toward the spring SBAC exam.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use district adopted materials and district benchmarks to track on-going progress of students throughout the year.	6/12/2017	Principal, classroom teachers, Math Specialist	Math Specialist .50 FTE District LCFF Supplemental		District Funded	36,500
Identify students for tier 2 and tier 3 intervention using district benchmarks on an 11 week academic conference/Collaboration cycle. Access resources through Centralized Services goal #1	6/12/2017	Principal, classroom teachers, math specialist.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Tier 2 and tier 3 intervention with a focus on grades 4 - 6. Provide local instructional coaching support for effective math instruction in core instruction. Support implementation of Math Talks through professional development and coaching provided by math specialist.	6/12/2017	Principal, classroom teachers, math specialist	Instructional materials for math intervention and support		Title I Part A: Allocation	435
Support all teachers in attending on-going district professional development for new math adoption materials.	6/12/2017					
Provide Math Nights for families. Provide parent education and fun to promote Math Literacy among all grades.	6/12/2017	Principal Math Specialist, Math Paraeducator	Materials for Math Nights		LCFF - Base	1,112

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Comprehensive Academic Support</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
Differentiated instruction including extension, intervention and enrichment will support all students in meeting Language Arts, English Language Development, and Mathematics goals as described in school goals 1 - 3.
<b>Data Used to Form this Goal:</b>
Research shows that some of the factors that influence academic achievement included parent engagement, homework completion, enrichment experiences, and differentiated instruction. Demographic data informed this goal as well as we examined ethnic, SES status and home language data for MME.
<b>Findings from the Analysis of this Data:</b>
It is more difficult for the parents at MME to be involved in school and with their children's education due to language barriers and economic challenges. Many MME students face the added challenge of language acquisition along with the other academic learning that takes place in our classrooms.
<b>How the School will Evaluate the Progress of this Goal:</b>
PLC meetings and Academic Conferences will be used to monitor and evaluate the data on student achievement. Data regarding Bridge attendance, homework completion and academic language development will also inform this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide enrichment and differentiation in an environment rich with academic language through the themes and instruction of science. Develop a thematic calendar and anchor activities for the implementation of a strong STEM program school wide.	6/12/2016	Principal, differentiation specialists, classroom teachers.	Differentiation Specialist, 1.0 FTE		District Funded	85,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support after-school extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.	6/12/2017	Principal, Student Success Coordinator and Program Supervisor, Bridge teachers, classroom teachers	Student Success and Program Supervisor		LCFF - Supplemental	9,721
			Student Success and Program Supervisor		LCFF - Base	8,779
			Student Success and Program Supervisor		District Funded	43,050
			Bridge teacher, .1 FTE		LCFF - Supplemental	7,500
Provide Summer Literacy support for Bridge students reading well below grade level.	6/12/2017	Principal, El Specilaist, Reading support staff, Math support staff, Librarian	Summer Bridge program Staff		LCFF - Supplemental	5,000
			Summer Reading program lending library, books and supplies		LCFF - Supplemental	5,000

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
Eighty- five percent of parents and students will report a positive climate at MME. This includes feeling safe, comfortable and able to communicate with office staff and teachers.
<b>Data Used to Form this Goal:</b>
ELAC parents survey, Healthy Kids Survey and anecdotal information gathered through ELAC, PTA, and SSC.
<b>Findings from the Analysis of this Data:</b>
Latino parents were having difficulty communicating with office staff and teachers because of the language barrier. Division existed between families enrolled in the different programs at MME. Issues of equity left some students with different educational experiences than their more typical Davis counterparts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data will be reviewed at staff meetings, leadership team meetings, School Site council meetings and ELAC meetings. Next steps may be suggested by any of these groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation of all school communications into Spanish. Monitor best practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Begin use of text messages as soon as the district system allows it.	6/16/2017	Principal, School Secretary, classroom teachers and all staff	Translation Services		LCFF - Supplemental	4,500
Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.	6/12/2017	Principal, Student Success coordinator, classroom teachers and specialists	Parent Engagement and Education		LCFF - Base	1,500
			Parent Engagement and Education		Title I Part A: Allocation	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling services to support students and families in crisis, student behavior, and overall climate of the school.	6/12/2017	Principal, Counselor, School Staff.	Counselor, .1 FTE		Title I Part A: Allocation	10,250
			Counselor, .5 FTE		District Funded	38,450
Information Technology Specialist	6/12/2017	Principal, Information Technology Specialist	Instructional computer Specialist/Technician .5 FTE		District Funded	22,750
Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned	6/12/17	Principal, Project Specialist	Student Success and Project Specialist		District Funded	32,300
			Student Success and Project Specialist		Title I Part A: Allocation	5,200



## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Professional Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
Provide Professional Support for teachers to improve their effective instruction, to meet the needs of English Learners, Students in poverty and other under-served groups.
<b>Data Used to Form this Goal:</b>
STAR testing, local formative assessments and in-class formative assessments.
<b>Findings from the Analysis of this Data:</b>
An achievement gap exists at Montgomery. Improving instruction through collaboration, differentiation and engaging strategies will all increase the effectiveness of our work.
<b>How the School will Evaluate the Progress of this Goal:</b>
State assessments, local assessments and in-class formative assessments will all be evaluated during our academic conference and collaboration time. This data will allow us to track the achievement gap in individual students, the individual classes and in the school as a whole.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.	6/12/2017	Principal, specialists and teachers	Teachers will meet as grade levels 1 day per week for 2 hours.		Title I Part A: Allocation	10,000
			Teachers will meet as grade levels 1 day per week for 2 hours.		District Funded	6,000
			Teachers will meet as grade levels 1 day per week for 2 hours.		LCFF - Supplemental	2,000
Para-educator training for reading support - extra duty time	6/12/2017	Principal, specialist, and teachers	Para-educator training - extra duty time		LCFF - Supplemental	4,500

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	16,391	0.00
LCFF - Supplemental	59,280	0.00
Title I Part A: Allocation	101,092	0.00
Title III	55,500	0.00
District Funded	332,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	332,500.00
LCFF - Base	16,391.00
LCFF - Supplemental	59,280.00
Local Categorical	6,500.00
Title I Part A: Allocation	101,092.00
Title III	55,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	116,907.00
Goal 2	113,809.00
Goal 3	38,047.00
Goal 4	164,050.00
Goal 5	115,950.00
Goal 6	22,500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sally Plicka	X				
Chris Ryan				X	
Melanie Barbier (chair)				X	
Patricia Lara			X	X	
Joe Rivera				X	
Dave Plaut		X			
Javier Rojo		X			
Merissa Leamy				X	
Kelly Hueng		X		X	
Cheryl Dean				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>7</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 6/10/2016.

Attested:

Sally Plicka

Typed Name of School Principal

Signature of School Principal

Date

Melanie Barbier

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# Budget By Expenditures

## Marguerite Montgomery Elementary School

**Funding Source: District Funded**

**\$332,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class		\$9,000.00	English-Language Arts	Hire and train well-qualified, bilingual para-educators in guided reading and literacy support. Create a schedule for literacy support in grades 1-6. Literacy support will be provided at level of 2 para-educators in each classroom for 40 minutes per day 4 days per week.
Reading Specialist at .4 FTE		\$28,700.00	English-Language Arts	Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level 4-6 with a focus on 1-3
EL Specialist, .4 FTE		\$30,750.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
Math Specialist .50 FTEDistrict LCFF Supplemental		\$36,500.00	Mathematics	Use district adopted materials and district benchmarks to track on-going progress of students throughout the year.
Differentiation Specialist, 1.0 FTE		\$85,000.00	Comprehensive Academic Support	Provide enrichment and differentiation in an environment rich with academic language through the themes and instruction of science. Develop a thematic calendar and anchor activities for the implementation of a strong STEM program school wide.
Student Success and Program Supervisor		\$43,050.00	Comprehensive Academic Support	Support after-school extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.
Counselor, .5 FTE		\$38,450.00	School Climate	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.
Instructional computer Specialist/Technician .5 FTE		\$22,750.00	School Climate	Information Technology Specialist
Student Success and Project Specialist		\$32,300.00	School Climate	Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned

## Marguerite Montgomery Elementary School

Teachers will meet as grade levels 1 day per week for 2 hours.	\$6,000.00	Professional Development	Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.
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District Funded Total Expenditures: \$332,500.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$16,391.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Engagement and Education		\$1,500.00	School Climate	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
Student Success and Program Supervisor		\$8,779.00	Comprehensive Academic Support	Support after-school extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.
Materials for Math Nights		\$1,112.00	Mathematics	Provide Math Nights for families. Provide parent education and fun to promote Math Literacy among all grades.
Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts		\$5,000.00	English-Language Arts	Provide readily available and appropriate texts to support reading instruction and common core implementation.

LCFF - Base Total Expenditures: \$16,391.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$59,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Success and Program Supervisor		\$9,721.00	Comprehensive Academic Support	Support after-school extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.

## Marguerite Montgomery Elementary School

RtI Block instructional supplies	\$1,559.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
ELD Para-educator	\$19,500.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-
Teachers will meet as grade levels 1 day per week for 2 hours.	\$2,000.00	Professional Development	Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.
Para-educator training - extra duty time	\$4,500.00	Professional Development	Para-educator training for reading support - extra duty time
Bridge teacher, .1 FTE	\$7,500.00	Comprehensive Academic Support	Support after-school extension, intervention and homework completion through the MME Bridge program. Provide credentialed teachers for grades 1-3 and UC Davis tutors for grades 4-6.
Summer Bridge program Staff	\$5,000.00	Comprehensive Academic Support	Provide Summer Literacy support for Bridge students reading well below grade level.
Summer Reading program lending library, books and supplies	\$5,000.00	Comprehensive Academic Support	Provide Summer Literacy support for Bridge students reading well below grade level.
Translation Services	\$4,500.00	School Climate	Provide translation of all school communications into Spanish. Monitor best practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Begin use of text messages as soon as the district system allows it.
LCFF - Supplemental Total Expenditures:		\$59,280.00	
LCFF - Supplemental Allocation Balance:		\$0.00	



## Marguerite Montgomery Elementary School

### Funding Source: Local Categorical

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Para-educator		\$6,500.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-

Local Categorical Total Expenditures: \$6,500.00

Local Categorical Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$101,092.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Specialist at .4 FTE		\$28,700.00	English-Language Arts	Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level 4-6 with a focus on 1-3
Provide professional development resources on teaching reading comprehension		\$507.00	English-Language Arts	Staff has identified reading comprehension as an area of focus for next year. Provide professional development and collaborative discussion time to explore best practices in teaching reading comprehension.
Para-educator salaries		\$45,000.00	English-Language Arts	Hire and train well-qualified, bilingual para-educators in guided reading and literacy support. Create a schedule for literacy support in grades 1-6. Literacy support will be provided at level of 2 para-educators in each classroom for 40 minutes per day 4 days per week.
Instructional materials for math intervention and support		\$435.00	Mathematics	Provide Tier 2 and tier 3 intervention with a focus on grades 4 - 6. Provide local instructional coaching support for effective math instruction in core instruction. Support implementation of Math Talks through professional development and coaching provided by math specialist.
Student Success and Project Specialist		\$5,200.00	School Climate	Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned

## Marguerite Montgomery Elementary School

Teachers will meet as grade levels 1 day per week for 2 hours.	\$10,000.00	Professional Development	Collaboration: discuss assessment data, scope and sequence and RtI structures so that all students will be monitored and successful.
Parent Engagement and Education	\$1,000.00	School Climate	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
Counselor, .1 FTE	\$10,250.00	School Climate	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.

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Title I Part A: Allocation Total Expenditures: \$101,092.00

Title I Part A: Allocation Allocation Balance: \$0.00

### Funding Source: Title III

**\$55,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist, 1.1 FTE		\$55,500.00	English Language Development	Create and implement an Academic Language Development/RtI block of instructional time for all students except Kinder and TWBI 1st and 2nd grades. Use ADEPT to level students. Re-

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Title III Total Expenditures: \$55,500.00

Title III Allocation Balance: \$0.00

Marguerite Montgomery Elementary School Total Expenditures: \$571,263.00