

The Single Plan for Student Achievement

School: Marguerite Montgomery Elementary School
CDS Code: 57726786118905
District: Davis Joint Unified School District
Principal: Jen McNeil
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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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Marguerite Montgomery Elementary School's Vision and Mission Statements

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTA enables us to provide our students with enrichment activities including art, music, and drama. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program, Running Club and more. Additionally, all sixth graders attend a week long outdoor science camp. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a neighborhood school with a traditional program and an Immersion program that is transitioning from a One-Way to a Two-Way Spanish Immersion program. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of gardens. Our mission statement reads: "At Marguerite Montgomery Elementary we cultivate a vibrant community dedicated to nurturing each child in a respectful, caring environment and providing rigorous, language-rich academic instruction in English and Spanish."

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Youth Truth Survey was administered in October 2016 to students 3-6th grade. Overall, MME students rate their level of engagement and classroom culture as highly as students do at other participating schools. On a relative basis, MME students agree more strongly that their teachers let them explain their ideas, that they like coming to class, and that students behave well in their classes and treat teachers with respect. MME students rated relevance on a lower level than students did at other participating schools, which means they agree less strongly that what they learn in class helps them outside of school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes classes informally on a regular basis. Once per trimester these observations include district office level administrators. Teachers also participate in peer observations both on-site and at other schools in order to improve instructional practice. Formal observations are in accordance with union bargaining agreements. Lessons are standard's based and engagement is strong. Our classes integrate high leverage instructional practices, district/state curriculum, and take district as well as state assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

MME reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, MME staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

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

Staff at MME uses curricularly embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. Next year's adoption of English Language Arts/English Language Development materials promise more streamlined assessment of reading, comprehension, and writing skills.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at MME are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coaches and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. in the 2017-2018 school year, as we learn more about the ELA/ELD standards and frameworks and adopted materials, we expect a parallel process in assessment and professional growth. All staff has worked to better understand differentiation and the intentional design of California Common Core.

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

At MME we have benefited from Differentiation Specialists, Reading Specialists with expertise in foundational reading skills, as well as an Instructional Math Coach.

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

At MME collaborative time is both supported and valued, but also explicitly designed within contract time. We have weekly grade level collaboration for two hours. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As new frameworks are adopted, MME has participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. We expect to parallel this process for ELA/ELD next year and continue to learn, implement, and align standards and frameworks for Social Science, Next Generation Science, and Health in the coming years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At MME we have an average dedicated time to math of 80 minutes and in ELA/ELD of 120 minutes. It is our intention to have less variability on site and district wide next year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

MME has a rich and intensive intervention program. We have 4 times per week 40 minute intervention blocks by grade level. Unlike other DJUSD elementary schools, we also have an extended day for grades 2 and 3 by 40 minutes. Our Bridge program serves Kinder through 6 grade identified students with academic intervention and homework completion after school. We also have the support of 1.8 FTE reading specialists, .5 FTE Instructional Math Coach and 1.5 FTE ELD specialists. We also provide paraeducators for reading and math, two per classroom, 40 minutes per day.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At MME K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase this May and will be on site for use this fall. These materials include those needed for intervention, additional depth or complexity.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MME uses a block intervention schedule to provide support to under-performing students 4 times per week for 40 minutes.

14. Research-based educational practices to raise student achievement

At MME we have focused practice on strategies supported by research that include: Sobrato Early Academic Language (SEAL), Kagan strategies, restorative practices and social emotional learning, Number Talks, formative assessment, Professional Learning Communities, and Daily Five.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

MME has a strong and thriving Parent Teacher Association. PTA provides substantial per teacher funding for field trips, fine arts and instructional supplies. These monies directly assist students. MME also has a community partnership with Empower Yolo in order to operate a site based Yolo Family Resource Center, which provides classes, services and support for parents. Most recently MME partnered with the Yolo Food Bank in order to fill backpacks for low income students on the weekends.

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

The School Site Council, ELAC, Site Liaisons, and staff all contributed to the development of this plan through regular staff meetings, additional conferencing days and after school evening meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funds here, SEAL by district level LCFF supplemental funds

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	48	74	47	74	47	94.9	97.9
Grade 4	52	76	51	71	50	71	98.1	93.4
Grade 5	51	53	47	50	46	50	92.2	94.3
Grade 6	67	47	63	44	63	44	94.0	93.6
All Grades	248	224	235	212	233	212	94.8	94.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2409.8	2390.1	22	11	24	19	15	34	39	36
Grade 4	2445.8	2501.0	14	41	31	24	20	13	33	23
Grade 5	2485.5	2475.5	13	16	28	26	30	20	28	38
Grade 6	2533.9	2509.0	21	5	35	34	22	39	22	23
All Grades	N/A	N/A	18	21	29	25	21	25	31	29

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	27	23	42	40	31	36	
Grade 4	12	28	54	51	34	21	
Grade 5	13	22	59	40	26	38	
Grade 6	30	9	38	45	30	45	
All Grades	22	22	47	45	30	33	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	6	45	40	42	53
Grade 4	14	35	46	45	40	20
Grade 5	17	16	52	38	28	46
Grade 6	29	7	40	57	30	36
All Grades	18	18	45	45	36	37

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	13	46	66	30	21
Grade 4	14	23	64	63	22	14
Grade 5	13	12	72	68	13	20
Grade 6	21	11	68	80	10	9
All Grades	19	16	61	68	19	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	6	46	72	32	21
Grade 4	14	44	46	41	22	15
Grade 5	15	22	76	60	9	18
Grade 6	24	25	62	64	13	11
All Grades	19	26	56	57	20	17

Conclusions based on this data:

1. Overall, students in grades 3-6 improved in ELA from 2014-15 to 2015-16 by 3.6 points taking the score to -5.6 points from Level 3 performance level.
2. An achievement gap exists between all students and students in the following sub groups: Socioeconomically Disadvantaged (SED), EL, Latino/Hispanic, and Students with Disabilities.
3. English Learners made substantial improvement by increasing 18.9 points in the last testing cycle.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	48	76	48	76	47	97.4	72.9
Grade 4	52	76	50	74	50	74	96.2	93.4
Grade 5	51	53	50	52	49	52	98.0	83
Grade 6	67	47	64	45	64	45	95.5	85.1
All Grades	248	224	240	219	239	218	96.8	84.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2417.9	2411.1	20	17	22	17	22	38	36	28
Grade 4	2459.8	2493.7	8	28	36	26	32	32	24	14
Grade 5	2492.7	2463.5	16	8	10	23	40	27	32	42
Grade 6	2535.0	2509.5	22	11	19	18	34	40	25	31
All Grades	N/A	N/A	17	17	22	22	31	34	30	27

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	21	30	47	37	32
Grade 4	18	36	44	34	38	30
Grade 5	20	6	41	37	39	58
Grade 6	28	16	34	47	38	38
All Grades	26	22	36	40	38	39

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	13	41	55	37	32
Grade 4	16	31	52	43	32	26
Grade 5	12	15	49	38	39	46
Grade 6	20	13	50	42	30	44
All Grades	18	20	47	44	34	36

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	19	51	60	25	21
Grade 4	24	30	46	55	30	15
Grade 5	14	12	53	46	33	42
Grade 6	22	18	52	51	27	31
All Grades	21	21	51	53	28	26

Conclusions based on this data:

1. Overall, students in grades 3-6 slightly decreased in Math from 2014-15 to 2015-16 by -.3 points taking the score to -21.4 points from Level 3 performance level.
2. An achievement gap exists between all students and students in the following sub groups: Socioeconomically Disadvantaged (SED), EL, Latino/Hispanic, and Students with Disabilities.
3. English Learners made substantial improvement by increasing 12.5 points in the last testing cycle.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	3	3		27	34		36	31		18	17		15	14	
2				16	9		32	28		37	34		16	28	
3		10		21	20		39	35		21	15		18	20	
4		13		33	27		52	40		5	10		10	10	
5	5	35		71	24		19	35					5	6	
6	12	26		53	37		24	32		6			6	5	
Total	3	12		35	24		35	33		15	15		12	15	

Conclusions based on this data:

1. The total number of students scoring in the Advanced area of the CELDT increased by 9% from 14-15 to 15-16.
2. Students not moving toward proficiency on the CELDT were most often stalled in their reading comprehension scores.
3. 71% of 5th grade EL students were in the Early Advanced category in 14-15. When this group moved to 6th grade in 15-16, 37% remained Early Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				12	16		21	30		17	21		50	33	
1	3	3		26	31		35	28		18	16		18	22	
2				14	9		27	26		32	32		27	32	
3		10		19	19		38	33		25	14		19	24	
4		14		33	23		52	34		5	11		10	17	
5	4	35		64	20		16	35		4			12	10	
6	11	25		47	35		32	30		5			5	10	
Total	2	10		28	21		31	31		16	16		23	23	

Conclusions based on this data:

1. The percentage of EL students scoring in the Advanced category, increased by 8% on All CELDT assessments.
2. The growth to Advanced scoring was seen primarily from the Early Advanced category, as the other categories maintained the same percentage of students from 14-15 to 15-6.
3. In 2014-15 64% of 5th grade students scored Early Advanced. In 2015-2016 this cohort of 6th grade students decreased to 34% in the Early Advanced category.

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:

SUBJECT: Exceptional Education: English Language Arts
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff. (Conditions of Learning)
SCHOOL GOAL #1:
The number of students reading at grade level as determined by local and state (SBAC) assessments will increase by the following criteria as determined by grade levels. Grades K-2 to increase by 10% of students reading at grade level measured by the Rigby and IRI. Grades 3-6 all students will raise one to seven points on the 5X5 grid and Dashboard from Low, Yellow to Medium, Yellow with a score from between -5 and 1.4 points.
Data Used to Form this Goal:
As a school staff we reviewed all State-wide and school-wide data from the last two years. In addition we reviewed local reading card scores for all returning students.
Findings from the Analysis of this Data:
All students grades 3-6 for 2015-2016 were rated as Low, Yellow with a score of -5.6 points, which is an increase of 3.6 points from the previous year. In order to improve, if all students raise by one to seven points they will be classified as Medium, Yellow with an overall score of -5 to 1.4.
How the School will Evaluate the Progress of this Goal:
We will review formative and summative assessments at the site level, including SBAC and District-wide assessments such as Rigby, BPST, IRI, and IWT. Scores 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 paraeducators in guided reading and literacy foundational skills. The Reading Specialists provide instructional guidance and support to paraeducators and create a schedule for literacy intervention in grades 1-6.	6/12/18	Principal, reading specialists, ELD teacher, and 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
			Extra duty para time for training		LCFF - Supplemental	4,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide specialized Tier 2 and Tier 3 intervention for students reading below grade level 4-6 with a focus on 1-3	6/12/2018	Principal, classroom teachers, specialists, support staff	Reading Specialist at .4 FTE		District Funded	33,877
			Reading Specialist at .4 FTE		LCFF - Supplemental	33,877
			Reading Specialist at 1.0 FTE		Local Categorical	71,750
Provide readily available and appropriate texts to support reading instruction and common core implementation.	6/12/2018	Reading specialists, classroom teachers	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:

SUBJECT: Exceptional Education: English Language Development
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff. (Conditions of Learning)
SCHOOL GOAL #2:
Seventy percent of English Learners will test at the expanding or bridging level on the new ELPAC assessment (spring 2018). Going forward, in 2018-19 on the ELPAC sixty-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.
Data Used to Form this Goal:
CELDT level proficiency was used to form this goal. Currently, 62% of ELs are at the intermediate, early advanced, or advanced level on the CELDT (roughly equivalent to the expanding and bridging levels of the ELPAC). Fifty-eight percent of EL students met the previous goal of moving one CELDT level or more per year, being reclassified, and/or staying at the intermediate level for only a second year. Given that the ELPAC only measures three levels (emerging, expanding, bridging) compared to the CELDT's five, students will not be expected to necessarily improve one level per year on the ELPAC as they were on the CELDT.
Findings from the Analysis of this Data:
The data review showed that students who make consistent progress on the CELDT (and, in the future, ELPAC) continue grade level growth, while those who stall in progress on these standardized ELD tests struggle in grade level academics. When reviewing CELDT data we see that students not moving toward proficiency on the CELDT were most often stalled in their reading comprehension scores, which we expect to be similar for the ELPAC based on field testing.
How the School will Evaluate the Progress of this Goal:
Annual CELDT/ELPAC assessment as well as formative assessments such as reading data and monitoring of progress in English Language Development groups using the ADEPT assessment and authentic assessments such as writing samples and classwork. Triannual academic conferences and intervention meeting discussions will be used to determine if EL students are making adequate progress in grade level academics along with their progress on the CELDT/ELPAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.	6/12/2018	Principal, ELD specialist, ELD para-educator, classroom teachers.	EL Specialist, 1.0 FTE		Title III	47,800
			EL Specialist, .5 FTE		District Funded	37,500
			RtI Block instructional supplies		LCFF - Supplemental	3,000
			ELD Para-educator		LCFF - Supplemental	11,726
			ELD Para-educator		Local Categorical	6,500
Using state criteria, identify long-term English learners (6th grade) and students at risk of becoming LTELs (3rd-5th grade) and provide tier 2 and tier 3 intervention from EL specialists in addition to designated ELD.	6/12/2018	Principal, ELD specialist, classroom teachers, ELD Para-educator				
Provide ongoing professional development, with an emphasis on the CC ELD standards (through SEAL for TK-3rd teachers, and YCOE Integrated and Designated ELD Standards training for 4th-6th teachers), through professional collaborative time with classroom teachers and other specialists.	6/12/18	Principal, ELD specialist, classroom teachers	See Close the Achievement Gap Goal			

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:

SUBJECT: Exceptional Education: Mathematics
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff. (Conditions of Learning)
SCHOOL GOAL #3:
On the SBAC 5x5 grid and Dashboard the all student score will move in math from Medium, Yellow to Medium, Green. Our current all student Math score is -21.4 below meeting the standard at Level 3. Our goal is for all students to increase by 5 to 15 points to between -16.4 to -6.4.
Data Used to Form this Goal:
SBAC Dashboard data was used to form this goal.
Findings from the Analysis of this Data:
All students grades 3-6 2015-2016 scored in the Medium, Yellow range with a score of -21.4 points, which is a decrease of -.3 points from the previous year 2014-2015.
How the School will Evaluate the Progress of this Goal:
Interim math data will be reviewed at collaboration and Academic Conferences.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instructional coaching support in the following areas: Number Talks Use of rich tasks in instruction Use of visuals in mathematical representations Math dialogue	6/12/2018	Principal, classroom teachers, Math Specialist	Math Specialist .50 FTE		Local Categorical	36,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 have access. Continue use of Math Shelf in Kindergarten, a minimum of two times per week.	6/12/2018	Principal, classroom teachers, math specialist.	DreamBox		LCFF - Base	7,000
			MathShelf		LCFF - Base	800
Provide Response to Intervention instructional block math supplies for small group math instruction.	6/12/2018		Materials		LCFF - Supplemental	2,000
Math Nights for families in order to engage families in a math-positive event and in order to provide math materials for families to use at home.	6/12/2018	Principal Math Specialist, Math Paraeducator	Materials for Math Nights		District Funded	500
			Materials for Math Nights		LCFF - Base	1,000

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:

SUBJECT: Close the Achievement Gap
LEA GOAL:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap. (Pupil Outcomes)
SCHOOL GOAL #4:
Increase achievement in both Math and ELA for the following student subgroups: Socioeconomically disadvantaged (SED), Hispanic/Latino, EL and Students with Disabilities as measured by state wide assessments.
Data Used to Form this Goal:
Statewide assessment SBAC data in ELA and Mathematics using the 5x5 grid and Dashboard from the last two years. All student data was used in comparison with any subgroup data that was one to two performance levels below. For MME, the subgroups in our achievement gap are Socioeconomically Disadvantaged (SED), Hispanic/Latino, English Learners, and Students with Disabilities.
Findings from the Analysis of this Data:
See Attachment SBAC Achievement Gap Data
How the School will Evaluate the Progress of this Goal:
Staff will use interim assessments, Response to Intervention instructional block progress monitoring, during academic conferencing and collaboration. Bridge attendance, participation and homework completion will also be monitored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extended day intervention and language differentiation time for students grades 2 and 3 by increasing the school day by 40 minutes.	6/12/2018	Principal, differentiation specialists, classroom teachers.	Differentiation Specialist, .75 FTE		District Funded	65,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school Math and ELA intervention and homework completion for qualifying students grades K-6 (based on academic progress) through the MME Bridge program. UC Davis tutors serve all grade levels led by a classified staff member and a credentialed teacher (grades 1-3).	6/12/2018	Principal, Student Success Coordinator and Program Supervisor, Bridge teachers, classroom teachers	Student Success and Program Supervisor		District Funded	60,771
			Bridge teacher, VSA		District Funded	6,800
Provide Summer Literacy support for Bridge students reading well below grade level.	6/12/2018	Principal, El Specilaist, Reading support staff, Math support staff, Librarian	Summer Bridge program Staff		District Funded	16,800
			Summer Reading program lending library, books and supplies		District Funded	4,450
Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.	6/12/2019	Principal, SEAL Coach, and classroom teachers	SEAL Coach. .50 FTE		District Funded	36,500
			SEAL Program fees		District Funded	30,000
			SEAL Unit Development release days and travel		District Funded	23,000
			SEAL Summer Bridge		District Funded	16,000
			Differentiation Specialist .25 FTE		District Funded	20,000
Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor.	6/12/2018	Principal, specialists and classroom teachers	Release time substitutes		District Funded	6,000
			Release time substitutes		Title I Backfill – Supplemental	3,500
			Release time substitutes		Title I Part A: Allocation	6,525

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:

SUBJECT: Social Emotional Support: Climate
LEA GOAL:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners. (Engagement)
SCHOOL GOAL #5:
One hundred percent of parents and students will report a positive climate at MME. This includes feeling safe, comfortable and able to communicate with all school staff.
Data Used to Form this Goal:
Youth Truth survey results, attendance data, suspension data and counseling services data.
Findings from the Analysis of this Data:
<p>Counseling data shows over 150 individual sessions, 76 group sessions, and 4 hours peer week in family and other sessions between January 9, 2017 and May 1, 2017. This means in a 26 hour work week (.8FTE) approximately 10 hours per week were spent in individual sessions, 5 hours in group counseling sessions, 4 hours in family/other sessions, and 7 hours in case management/collaboration with staff. Additionally this school year from January 2017 to June 2017 all grade/classes participated in a minimum of a six week Kelso's Choices/Problem Solving curriculum.</p> <p>Attendance data as of May 3, 2017 shows over 96 Level 2 student/family conferences are required as compared to the next highest elementary school with 40 conferences. 55 students are chronically truant, with between 10% and 20% days missed. This averages to approximately \$71,000 in lost ADA. Additionally, the district average of students with 6 or more unverified absences is 16 as compared to 30 students meeting this criteria at MME.</p> <p>From August 2016 to May 2017 there were a total of 34 incidents of in and out of school suspension, generated by 20 students. Specifically 21 out of school by 10 students and 13 in school suspensions by 10 students. There were also 18 instances of alternative to suspension (primarily restorative practices) for violations that could have resulted in suspension.</p> <p>Youth Truth Survey Results indicate that in general MME students report the highest ratings on Student Engagement and Personal Relationships. The lowest relative areas were Classroom Culture and Relevance.</p>
How the School will Evaluate the Progress of this Goal:
Data will be reviewed at staff meetings, leadership team meetings, School Site council meetings and ELAC meetings. Students in the Make a Difference Club will also review data.

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.	6/16/2018	Principal, School Secretary, classroom teachers and all staff	Translation Services		LCFF - Supplemental	3,000
Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.	6/12/2018	Principal, Student Success coordinator, classroom teachers and specialists	Parent Engagement and Education		LCFF - Base	1,500
Counseling services to support students and families in crisis, student behavior, and overall climate of the school.	6/12/2018	Principal, Counselor, School Staff.	Counselor, .3 FTE Counselor, .5 FTE		Title I Part A: Allocation District Funded	27,021 45,035
Information Technology Specialist	6/12/2018	Principal, Information Technology Specialist	Instructional Technology Specialist,.5 FTE		District Funded	25,500
Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned	6/12/18	Principal, Project Specialist	Student Success and Project Specialist Student Success and Project Specialist		District Funded Title I Part A: Allocation	32,300 16,150
Field Trip Walker Creek			Field Trip expenses		LCFF - Supplemental	1,450
Purchase SWIS to monitor PBIS behavior tracking.	6/12/2018	Principal and Student Success and Project Specialist			LCFF - Base	300

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	15,718	118.00
LCFF - Supplemental	59,904	351.00
Title I Part A: Allocation	97,600	2,904.00
Title I Backfill – Supplemental	3,500	0.00
Title III	47,800	0.00
District Funded	469,033	0.00
Local Categorical	114,750	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	469,033.00
LCFF - Base	15,600.00
LCFF - Supplemental	59,553.00
Local Categorical	114,750.00
Title I Backfill – Supplemental	3,500.00
Title I Part A: Allocation	94,696.00
Title III	47,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,004.00
Goal 2	106,526.00
Goal 3	47,800.00
Goal 4	295,346.00
Goal 5	152,256.00

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
Jen McNeil	X				
Kelly Hueng				X	
Melanie Barbier				X	
Ignacia Hernandez				X	
Joe Rivera				X	
Michelle Secrest				X	
Patricia Lara			X		
Rocio Almanza		X			
Janell Campbell		X			
Ramona Torres		X			
Numbers of members of each category:	1	3	1	5	

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 5/22/17.

Attested:

Jen McNeil

Typed Name of School Principal

Signature of School Principal

Date

Kelly Heung

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

MATH

Subgroup	Current Level	Current Points, which was an $\uparrow\downarrow$ of ___ points from previous years	Increase by ___ Points	Goal Level	Goal Points
Socially economically disadvantaged (SED)	Low, Yellow	-50.2; \uparrow 2.4	+5 to 15	Low, Yellow	-45.2 to -35.2
Hispanic/Latino	Low, Yellow	-52.4; \uparrow .5	+5 to 15	Low, Yellow	-47.5 to -37.4
English Learners	Low, Yellow	-43.8; \uparrow 12.5	+5 to 15	Low, Yellow	-38.8 to -28.8
Students with Disabilities	Very Low, Red	-96.8; \downarrow -2.3	+5 to 15	Very Low, Orange	-91.8 to -81.8

All Students	Medium, Yellow	-21.4; \downarrow -.3	+5 to 15	Medium, Green	-16.4 to -6.4
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ELA

Subgroup	Current Level	Current Points, which was an $\uparrow\downarrow$ of ___ points from previous years	Increase by ___ Points	Goal Level	Goal Points
Socially economically disadvantaged (SED)	Low, Yellow	-36.9; \uparrow 4.6	+5 to 15	Low, Yellow	-29.9 to -16.9
Hispanic/Latino	Low, Yellow	-37; \uparrow 8	+5 to 15	Low, Yellow	-30 to -17
English Learners	Low, Yellow	-35.3; \uparrow 18.9	+5 to 15	Low, Yellow	-28.3 to -15.3
Students with Disabilities	Very Low, Red	-88; \downarrow -23	+5 to 15	Very Low, Orange	-70 to -68

All Students	Low, Yellow	-5.6; \uparrow 3.6	+1 to 7	Medium, Yellow	-5 to 1.4
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Budget By Expenditures

Marguerite Montgomery Elementary School

Funding Source: District Funded

\$469,033.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class		\$9,000.00	Exceptional Education: English Language Arts	Hire and train well-qualified, bilingual paraeducators in guided reading and literacy foundational skills. The Reading Specialists provide instructional guidance and support to paraeducators and create a schedule for literacy intervention in grades 1-6.
Reading Specialist at .4 FTE		\$33,877.00	Exceptional Education: 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, .5 FTE		\$37,500.00	Exceptional Education: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.
Differentiation Specialist, .75 FTE		\$65,000.00	Close the Achievement Gap	Provide extended day intervention and language differentiation time for students grades 2 and 3 by increasing the school day by 40 minutes.
Student Success and Program Supervisor		\$60,771.00	Close the Achievement Gap	Provide after school Math and ELA intervention and homework completion for qualifying students grades K-6 (based on academic progress) through the MME Bridge program. UC Davis tutors serve all grade levels led by a classified staff member and a credentialed teacher (grades 1-3).
Bridge teacher, VSA		\$6,800.00	Close the Achievement Gap	Provide after school Math and ELA intervention and homework completion for qualifying students grades K-6 (based on academic progress) through the MME Bridge program. UC Davis tutors serve all grade levels led by a classified staff member and a credentialed teacher (grades 1-3).
Summer Bridge program Staff		\$16,800.00	Close the Achievement Gap	Provide Summer Literacy support for Bridge students reading well below grade level.

Marguerite Montgomery Elementary School

Summer Reading program lending library, books and supplies	\$4,450.00	Close the Achievement Gap	Provide Summer Literacy support for Bridge students reading well below grade level.
SEAL Coach. .50 FTE	\$36,500.00	Close the Achievement Gap	Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.
SEAL Program fees	\$30,000.00	Close the Achievement Gap	Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.
SEAL Unit Development release days and travel	\$23,000.00	Close the Achievement Gap	Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.
SEAL Summer Bridge	\$16,000.00	Close the Achievement Gap	Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.
Differentiation Specialist .25 FTE	\$20,000.00	Close the Achievement Gap	Continue to train teachers and implement the SEAL (Sobrato Early Academic Language) model in grades TK-3, which is based on Common Core/21st Century Learning strategies, State Standards and English Learner research to advance academic language acquisition and literacy.
Release time substitutes	\$6,000.00	Close the Achievement Gap	Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor.
Materials for Math Nights	\$500.00	Exceptional Education: Mathematics	Math Nights for families in order to engage families in a math-positive event and in order to provide math materials for families to use at home.
Counselor, .5 FTE	\$45,035.00	Social Emotional Support: Climate	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.
Instructional Technology Specialist,.5 FTE	\$25,500.00	Social Emotional Support: Climate	Information Technology Specialist

Marguerite Montgomery Elementary School

Student Success and Project Specialist	\$32,300.00	Social Emotional Support: 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
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District Funded Total Expenditures: \$469,033.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$15,718.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Engagement and Education		\$1,500.00	Social Emotional Support: Climate	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
		\$300.00	Social Emotional Support: Climate	Purchase SWIS to monitor PBIS behavior tracking.
Materials for Math Nights		\$1,000.00	Exceptional Education: Mathematics	Math Nights for families in order to engage families in a math-positive event and in order to provide math materials for families to use at home.
Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts		\$5,000.00	Exceptional Education: English Language Arts	Provide readily available and appropriate texts to support reading instruction and common core implementation.
DreamBox		\$7,000.00	Exceptional Education: Mathematics	Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 have access. Continue use of Math Shelf in Kindergarten, a minimum of two times per week.
MathShelf		\$800.00	Exceptional Education: Mathematics	Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 have access. Continue use of Math Shelf in Kindergarten, a minimum of two times per week.

LCFF - Base Total Expenditures: \$15,600.00

LCFF - Base Allocation Balance: \$118.00

Marguerite Montgomery Elementary School

Funding Source: LCFF - Supplemental

\$59,904.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials		\$2,000.00	Exceptional Education: Mathematics	Provide Response to Intervention instructional block math supplies for small group math instruction.
Translation Services		\$3,000.00	Social Emotional Support: 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.
Field Trip expenses		\$1,450.00	Social Emotional Support: Climate	Field Trip Walker Creek
RtI Block instructional supplies		\$3,000.00	Exceptional Education: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.
ELD Para-educator		\$11,726.00	Exceptional Education: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.
Reading Specialist at .4 FTE		\$33,877.00	Exceptional Education: 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
Extra duty para time for training		\$4,500.00	Exceptional Education: English Language Arts	Hire and train well-qualified, bilingual paraeducators in guided reading and literacy foundational skills. The Reading Specialists provide instructional guidance and support to paraeducators and create a schedule for literacy intervention in grades 1-6.

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LCFF - Supplemental Total Expenditures: \$59,553.00

LCFF - Supplemental Allocation Balance: \$351.00

Funding Source: Local Categorical

\$114,750.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Specialist at 1.0 FTE		\$71,750.00	Exceptional Education: 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
ELD Para-educator		\$6,500.00	Exceptional Education: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.
Math Specialist .50 FTE		\$36,500.00	Exceptional Education: Mathematics	Provide instructional coaching support in the following areas: Number Talks Use of rich tasks in instruction Use of visuals in mathematical representations Math dialogue

Local Categorical Total Expenditures: \$114,750.00

Local Categorical Allocation Balance: \$0.00

Funding Source: Title I Backfill – Supplemental

\$3,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time substitutes		\$3,500.00	Close the Achievement Gap	Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor.

Marguerite Montgomery Elementary School

Title I Backfill – Supplemental Total Expenditures: \$3,500.00

Title I Backfill – Supplemental Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation \$97,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time substitutes		\$6,525.00	Close the Achievement Gap	Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor.
Counselor, .3 FTE		\$27,021.00	Social Emotional Support: Climate	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.
Student Success and Project Specialist		\$16,150.00	Social Emotional Support: 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
Para-educator salaries		\$45,000.00	Exceptional Education: English Language Arts	Hire and train well-qualified, bilingual paraeducators in guided reading and literacy foundational skills. The Reading Specialists provide instructional guidance and support to paraeducators and create a schedule for literacy intervention in grades 1-6.

Title I Part A: Allocation Total Expenditures: \$94,696.00

Title I Part A: Allocation Allocation Balance: \$2,904.00

Funding Source: Title III \$47,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Marguerite Montgomery Elementary School

EL Specialist, 1.0 FTE	\$47,800.00	Exceptional Education: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students (except in kindergarten and possibly 1st and 2nd grade TWBI classes). Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.
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Title III Total Expenditures:	\$47,800.00		
Title III Allocation Balance:	\$0.00		
Marguerite Montgomery Elementary School Total Expenditures:	\$804,932.00		