

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:

Contact Person: Jen McNeil
Position: Principal
Phone Number: (530) 759-2100
Address: 1441 Danbury Street
Davis, CA 95616
E-mail Address: jmcneil@djUSD.net

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Table of Contents

School Vision and Mission	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	17
School Goal #3	19
School Goal #4	22
School Goal #5	24
Summary of Expenditures in this Plan	27
Total Allocations and Expenditures by Funding Source	27
Total Expenditures by Goal	28
School Site Council Membership	29
Recommendations and Assurances.....	30

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, Robotics 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 grades 2-6th and a Two Way Bilingual Immersion program grades K-6th. 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 2017 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. In Language Arts our school uses foundational skills assessments, oral running records and our adopted ELA/ELD curriculum Benchmark Advance/Adelante unit assessments. This upcoming school year we will also use report card standards in Reading, Writing and Speaking/Listening standards with articulated rubrics to progress monitor. (See Language Arts Goal #1)

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 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. Our Kinder through 3rd grade teachers are all participating in the Sobrato Early Academic Language professional development to further develop high leverage instructional strategies.

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 Language Arts professional development was provided for our newly adopted Benchmark Advance/Adelante curriculum. All staff has worked to better understand differentiation and the intentional design of California Common Core through additional professional development via UC Davis Social Studies project, SEAL (see above) and UC Davis math development opportunities.

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. We also have a SEAL Coach who helps with implementation and provides direct teacher support.

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 and Language Arts, 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 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 purchased and have been in use since Fall 2017. 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/Adelante. 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. MME partners 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	68		47	65		47	65		97.9	95.6	
Grade 4	76	48		71	45		71	45		93.4	93.8	
Grade 5	53	80		50	69		50	69		94.3	86.3	
Grade 6	47	55		44	52		44	52		93.6	94.5	
All Grades	224	251		212	231		212	231		94.6	92	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.1	2379.6		11	18.46		19	9.23		34	21.54		36	50.77	
Grade 4	2501.0	2436.2		41	8.89		24	22.22		13	31.11		23	37.78	
Grade 5	2475.5	2501.2		16	27.54		26	21.74		20	13.04		38	37.68	
Grade 6	2509.0	2512.9		5	5.77		34	46.15		39	17.31		23	30.77	
All Grades	N/A	N/A	N/A	21	16.45		25	23.81		25	19.91		29	39.83	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	21.54		40	27.69		36	50.77	
Grade 4	28	17.78		51	42.22		21	40.00	
Grade 5	22	31.88		40	33.33		38	34.78	
Grade 6	9	15.38		45	57.69		45	26.92	
All Grades	22	22.51		45	38.96		33	38.53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	12.31		40	35.38		53	52.31	
Grade 4	35	11.11		45	55.56		20	33.33	
Grade 5	16	30.43		38	36.23		46	33.33	
Grade 6	7	17.31		57	50.00		36	32.69	
All Grades	18	18.61		45	42.86		37	38.53	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	21.54		66	46.15		21	32.31	
Grade 4	23	4.44		63	71.11		14	24.44	
Grade 5	12	26.09		68	56.52		20	17.39	
Grade 6	11	13.46		80	63.46		9	23.08	
All Grades	16	17.75		68	58.01		16	24.24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	15.38		72	38.46		21	46.15	
Grade 4	44	13.33		41	53.33		15	33.33	
Grade 5	22	30.43		60	40.58		18	28.99	
Grade 6	25	21.15		64	53.85		11	25.00	
All Grades	26	20.78		57	45.45		17	33.77	

Conclusions based on this data:

1. Overall the percentage of students in grades 3-6th who did not meet standards in ELA has increased. However in reading, writing and listening subcategories, the percentage of students who were above standards stayed the same or increased.
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. However, students in the Latino/Hispanic sub category improved ELA scores by approximately 4%.
3. In 6th grade, the percentage of students who exceeded and met standards grew by nearly 13%.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	68		48	66		47	66		72.9	97.1	
Grade 4	76	48		74	47		74	47		93.4	97.9	
Grade 5	53	80		52	76		52	76		83	95	
Grade 6	47	55		45	53		45	53		85.1	96.4	
All Grades	224	251		219	242		218	242		84.8	96.4	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2411.1	2415.9		17	18.18		17	16.67		38	30.30		28	34.85	
Grade 4	2493.7	2471.6		28	8.51		26	38.30		32	38.30		14	14.89	
Grade 5	2463.5	2490.6		8	21.05		23	15.79		27	28.95		42	34.21	
Grade 6	2509.5	2501.3		11	11.32		18	16.98		40	41.51		31	30.19	
All Grades	N/A	N/A	N/A	17	15.70		22	20.66		34	33.88		27	29.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	28.79		47	28.79		32	42.42	
Grade 4	36	27.66		34	48.94		30	23.40	
Grade 5	6	30.26		37	23.68		58	46.05	
Grade 6	16	18.87		47	39.62		38	41.51	
All Grades	22	26.86		40	33.47		39	39.67	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	25.76		55	40.91		32	33.33	
Grade 4	31	17.02		43	59.57		26	23.40	
Grade 5	15	17.11		38	42.11		46	40.79	
Grade 6	13	7.55		42	56.60		44	35.85	
All Grades	20	17.36		44	48.35		36	34.30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	19.70		60	54.55		21	25.76	
Grade 4	30	23.40		55	46.81		15	29.79	
Grade 5	12	15.79		46	51.32		42	32.89	
Grade 6	18	16.98		51	47.17		31	35.85	
All Grades	21	18.60		53	50.41		26	30.99	

Conclusions based on this data:

1. Overall, students in grades 3-6 slightly decreased in Math from 39% meeting or exceeding standards in 2016 and 36.36% in 2017. This is a 2.67% decrease.
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. However, Latino/Hispanic students improved overall math scores by 4 points on the 5x5 grid.
3. The percentage of students who were above standards improved by 4% in the sub-category of Concepts and Procedures.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1	3	13		34	19		31	41		17	6		14	22	
2				9	19		28	22		34	44		28	15	
3	10			20	15		35	48		15	21		20	15	
4	13	19		27	33		40	24		10	10		10	14	
5	35	22		24	39		35	30			9		6		
6	26	8		37	38		32	38					5	15	
Total	12	9		24	25		33	35		15	17		15	14	

Conclusions based on this data:

1. The majority of English Learners at MME score in the Intermediate and Early Advanced categories when the CELDT was administered in the fall, as the above data shows. This year in April of 2018 we were able to reclassify 31 students, which means that most likely intervention and services allowed students to improve toward Advanced to be reclassified.
2. Students not moving toward proficiency on the CELDT were most often stalled in their reading comprehension scores.
3. 35% of th grade EL students were in the Intermediate category in 15-16. When this group moved to 4th grade in 16-17, 24% remained Intermediate, meaning that a significant number moved to intermediate.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		5		16	8		30	26		21	8		33	53	
1	3	12		31	18		28	38		16	6		22	26	
2				9	19		26	22		32	44		32	15	
3	10			19	14		33	49		14	20		24	17	
4	14	17		23	30		34	22		11	9		17	22	
5	35	19		20	29		35	23			16		10	13	
6	25	7		35	33		30	33					10	27	
Total	10	8		21	20		31	31		16	15		23	26	

Conclusions based on this data:

1. The percentage of EL students scoring in the Advanced category, decreased by 2%.
2. The percentage of all students testing in the Beginning level grew by 3%.
3. The percentage of students scoring in the Intermediate range overall stayed the same. However, in the 5th grade the number decreased from 35% to 23% suggesting that students progressed to 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 student performance 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: 21st Century Teaching and Learning: 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:
Every child will make a year or more growth as measured by baseline and trimester assessments in reading, writing and speaking/listening.
Data Used to Form this Goal:
As a school staff we reviewed all state-wide (SBAC) and school-wide data from the last two years. We also reviewed local reading assessment results every trimester.
Findings from the Analysis of this Data:
<p>All students grades 3-6 for 2015-2016 were rated as Low, Yellow with in the SBAC dashboard for English Language Arts with a score of -5.6 points, which was an increase of 3.6 points from the previous year. All students grades 3-6 for 2016-2017 were rated as Low, Orange because the scores reflect a decrease in overall achievement. English Language Learners, comparatively, showed an increase by 3.6% in achievement for ELA between the two years.</p> <p>Local reading measures evaluated during the year showed growth equivalent to a year or more for most students. For example, in 1st grade Immersion classes baseline assessments showed that approximately 58% of the students were below grade level-- meaning they were not secure in letter sounds or able to read simple syllables. At the end of trimester 2 based on assessment, approximately 16% were below grade level. At year end 12.5% or three students--also with identified learning disabilities--are below grade level.</p>

How the School will Evaluate the Progress of this Goal:

MME staff will use school-wide baseline and trimester assessments at minimum 4 times per year in Language Arts to monitor student progress. These assessments will be aligned with DJUSD assessment guidelines and use grade level report card standards in Reading, Writing, and Speaking/Listening. At least one standard per area (Reading, Writing, and Speaking/Listening) will be monitored. Each grade level will use the same standard, assessed with the same tools, and scored with the same rubrics so that marks assigned and data generated is valid for progress monitoring school-wide. We will review the data at Academic Conferences and at weekly collaboration as needed. This data generated will be entered into report cards in Illuminate to inform marking period reports.

Each grade level report card will have 3 standards selected:

1. Reading will monitor foundational skills and comprehension with the following assessments.
2. Writing will monitor one of the three genres based on grade level agreement (either informational, narrative or opinion/argument).
3. Speaking and Listening will monitor discussion/collaborative conversations (K-3) or oral presentation (4-6th).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group differentiated reading instruction for all students utilizing paraeducators and teachers.	6/12/19	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
Provide Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA. .8 FTE designated English Only program, grades 2-4th 1.0 FTE designated Immersion program, grades K-6th	6/12/2019	Principal, classroom teachers, specialists, support staff	Reading Specialist at .4 FTE		District Funded	36,370
			Reading Specialist at .4 FTE		LCFF - Supplemental	36,370
			Reading Specialist at 1.0 FTE		Local Categorical	71,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide readily available and appropriate texts to support reading instruction and common core implementation.	6/12/2019	Reading specialists, classroom teachers	Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts		LCFF - Base	5,000
Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies. Coaching, professional development and collaboration are the primary action items toward implementation.	6/12/2019	Principal, Reading Specialists, SEAL coach	SEAL coach		District Funded	36,500
			SEAL Program Fees		District Funded	55,000
			SEAL Unit Dev days and travel		District Funded	23,000
			Summer Bridge		District Funded	16,000
			Site Professional Development		Title I Part A: Allocation	500

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 student performance 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: 21st Century Teaching and Learning:: 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. In 2016-17, 62% of ELs were 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, now, 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, though writing might be a greater area of need on the ELPAC.
How the School will Evaluate the Progress of this Goal:
Annual ELPAC assessment as well as formative assessments such as reading data and monitoring of progress in English Language Development groups using 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 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. 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.	6/12/2019	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 .3 FTE		LCFF - Supplemental	12,464
			ELD Para-educator .5 FTE		Local Categorical	18,696
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.	6/12/2019	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.	6/12/19	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 student performance 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: 21st Century Teaching and Learning: 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:
Students will demonstrate proficiency (“near standard” or “above standard”) on grade level mathematical standards as measured by local and statewide assessments.
Data Used to Form this Goal:
SBAC Dashboard data from the last two years was used to form this goal. See CAASPP results all students page 10-11. We also reviewed Dreambox utilization data.
Findings from the Analysis of this Data:
<p>In the areas of problem solving and communicating reasoning, students showed a slight decline in the percentage who scored above standards. For this reason, we would like to focus our mathematics actions steps around Number Talks and Rich Tasks, two research based instructional strategies that have an impact on these areas.</p> <p>In addition, our team would like to focus our progress monitoring more on local formative and summative assessments so that the data is more timely.</p> <p>Dreambox usage needs to increase to a minimum 60-90 minutes per week per child and can be encouraged for home use.</p>

How the School will Evaluate the Progress of this Goal:

Interim math data will be reviewed at collaboration and Academic Conferences a minimum of 4 times per year.

K-2

DJUSD grade level assessments for baseline, trimester 1, trimester 2, and end of year.

3-6th

Baseline: Envision Placement Test

Trimester 1, 2 and End of Year: SBAC Interim Assessment Blocks as outlined below. Operations & Algebraic Thinking (OA); Numbers & Operations (NF); Numbers & Operations in Base Ten (NBT); Expressions & Equations (EE); Number System (NS); and Ratios & Proportions (RP)

3rd: Envision, OA, NF

4th: OA, NBT, NF

5th: NBT, OA, NF

6th: EE, NS, RP

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	6/12/2019	Principal, classroom teachers, Math Specialist	Math Specialist .50 FTE		Local Categorical	36,500
Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 use the program a minimum of 60 minutes per week. Continue use of Math Shelf in Kindergarten a minimum of two times per week.	6/12/2019	Principal, classroom teachers, math specialist.	DreamBox		LCFF - Base	7,000
			MathShelf		LCFF - Base	800
Provide Response to Intervention instructional block paraeducator time for math and purchase supplies for small group math instruction.	6/12/2019		Materials		LCFF - Supplemental	2,000
			Para II		Title I Part A: Allocation	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	6/12/2019	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 student performance 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.	6/12/2019	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
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).	6/12/2019	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.	6/12/2019	Principal, El Specilaist, Reading support staff, Math support staff, Librarian	Summer Bridge program materials		District Funded	1,250
			Summer Bridge program Staff		District Funded	20,000
Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor with a focus on priority area students (EL, SED, foster youth and homeless). Twice yearly the collaboration will be full day for Academic Conferencing and to review trimester data.	6/12/2019	Principal, specialists and classroom teachers	Release time substitutes		District Funded	6,000
			Release time substitutes		Title I Part A: Allocation	15,500
			Release time substitutes		LCFF - Base	4,000

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 student performance 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: Inclusive Environment
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. We also reviewed PBIS behavior referral forms and teacher data on behavior supports.

Findings from the Analysis of this Data:

School wide review of PBIS referrals shows a disproportionality in the number of behavior incidents in the English Only program. Approximately 80% of referrals come from these classrooms. For this reason, we would like to target more intervention for behavior support toward the English Only program in the upcoming year, delivered via the Student Success and Para III position (see below).

In 2017-2018 1.3 Counselor FTE was employed to deliver a combination of direct and indirect counseling services. These services included: school wide social emotional learning guidance units grades TK-4, small group counseling, individual and family counseling as well as crisis response counseling.

Attendance data shows 85 students who reached Level 2 truancy. This is down from 96 students at this time last year. In addition, this school year, we engaged in 80 family/parent conferences as compared to 40 the previous year. 20 students are chronically truant with between 10% and 20% days missed. This is significantly reduced from 55 students in 2016-2017. We believe the added FTE for the student success position and the ability to increase conferences has significantly contributed to this data.

From August 2017 to May 2018 there were a total of 27 incidents of in and out of school suspension, generated by 19 students. This is a decrease from the previous year where 34 total incidents were generated by 20 students. There were also 7 instances of alternative to suspension (primarily restorative practices) for violations that could have resulted in suspension. In the previous year there were 18 incidents that could have resulted in suspension. This is a significant decrease in the number of incidents from last year that could have resulted in suspension.

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.

According to a staff survey, 17 of 25 respondents would like increased counseling and behavior intervention in order to improve school wide climate and allow for improved learning and instruction. To this end, and based on the data above, the school is proposing to maintain counseling and student success positions and to add paraeducator behavior support.

How the School will Evaluate the Progress of this Goal:

Data will be reviewed at staff meetings, leadership team meetings, PBIS meetings, School Site council meetings and ELAC meetings.

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.	6/12/2019	Principal, School Secretary, classroom teachers and all staff	Translation Services		LCFF - Supplemental	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.	6/12/2019	Principal, Student Success coordinator, classroom teachers and specialists	Parent Engagement and Education		Title I Part A: Allocation	2,000
Counseling services to support students and families in crisis, student behavior, and overall climate of the school.	6/12/2019	Principal, Counselor, School Staff.	Counselor, .2 FTE		Title I Part A: Allocation	13,333
			Counselor, 1.0 FTE		District Funded	66,848
Information Technology Specialist	6/12/2019	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	6/12/19	Principal, Project Specialist	Student Success and Project Specialist		District Funded	34,720
			Student Success and Project Specialist		Title I Part A: Allocation	17,360
Field Trip Walker Creek	06/12/2019		Field Trip expenses		LCFF - Supplemental	1,450
Purchase SWIS to monitor PBIS behavior tracking.	6/12/2019	Principal and Student Success and Project Specialist			LCFF - Base	300
Montgomery Family Resource Center			MOU for Resource Center Staff		District Funded	20,000
Employ Paraeducator III to assist with PBIS, behavior intervention, and implementing behavior plans for individual and classroom support. Support will be prioritized for students in the LCAP priority areas (EL, SED, Foster Youth, homeless)	6/12/2019	Principal, Student Success and Project Specialist	Paraeducator III		Title I Part A: Allocation	31,660

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	18,352	252.00
LCFF - Supplemental	64,480	696.00
Title I Part A: Allocation	145,465	5,112.00
Title III	47,800	0.00
District Funded	540,759	0.00
Local Categorical	126,946	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	540,759.00
LCFF - Base	18,100.00
LCFF - Supplemental	63,784.00
Local Categorical	126,946.00
Title I Part A: Allocation	140,353.00
Title III	47,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	338,990.00
Goal 2	119,460.00
Goal 3	62,800.00
Goal 4	199,321.00
Goal 5	217,171.00

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 Heung				X	
Michelle Secrest				X	
Corina Galacia				X	
Lupita Hernandez				X	
Merissa Leamy				X	
Patricia Lara			X		
Pam Disney		X			
Janell Campbell		X			
Ramona Torres		X			
Alternates:					
Lourdes Sanchez				X	
Geraldine Pelayo			X		
Elizabeth Castro		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 5/30/18.

Attested:

Jen McNeil	_____ Signature of School Principal	_____ Date
Typed Name of School Principal		
Kelly Heung	_____ Signature of SSC Chairperson	_____ Date
Typed Name of SSC Chairperson		

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	-55.3; \downarrow 5.1	+5 to 15	Low, Yellow	-50.3 to -40.3
Hispanic/Latino	Low, Yellow	-48.5; \uparrow 4	+5 to 15	Low, Yellow	-43.5 to --33.5
English Learners	Low, Yellow	-53.3; \downarrow -9.4	+5 to 15	Low, Yellow	-48.3 to -38.3
Students with Disabilities	Very Low, Red	-107.6; \downarrow -10.8	+5 to 15	Very Low, Orange	-102.6 to -92.6

All Students	Medium, Yellow	4.6; \downarrow 25.6	+5 to 15	Medium, Green	9.6 to 19.6
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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, Orange	-58.5; \downarrow 21.6	+5 to 15	Low, Yellow	-53.5 to 43.5
Hispanic/Latino	Low, Orange	-52.6; \downarrow 15.6	+5 to 15	Low, Yellow	- 47.6 to -37.6
English Learners	Low, Orange	-60; \downarrow 24.7	+5 to 15	Low, Yellow	-55 to -45
Students with Disabilities	Very Low, Red	-108; \downarrow -20	+5 to 15	Very Low, Orange	-103 to -93

All Students	Low, Orange	-24.8; \downarrow 19.2	+5 to 15	Low, Yellow	-19.8 to 19.8
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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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

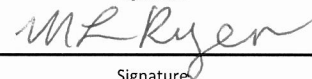
District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature



Signature

Signature

Signature

Signature

Signature

Signature

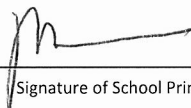
Signature

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 5/30/18.

Attested:

Jen McNeil

Typed Name of School Principal



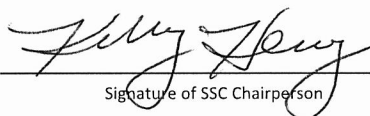
Signature of School Principal

5/30/18

Date

Kelly Heung

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/1/18

Date

Budget By Expenditures

Marguerite Montgomery Elementary School

Funding Source: District Funded

\$540,759.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class		\$9,000.00	21st Century Teaching and Learning: Language Arts	Small group differentiated reading instruction for all students utilizing paraeducators and teachers.
Reading Specialist at .4 FTE		\$36,370.00	21st Century Teaching and Learning: Language Arts	Provide Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA.
				.8 FTE designated English Only program, grades 2-4th
SEAL coach		\$36,500.00	21st Century Teaching and Learning: Language Arts	1.0 FTE designated Immersion program, grades K-6th Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies.
SEAL Program Fees		\$55,000.00	21st Century Teaching and Learning: Language Arts	Coaching, professional development and collaboration are the primary action items toward implementation. Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies.
SEAL Unit Dev days and travel		\$23,000.00	21st Century Teaching and Learning: Language Arts	Coaching, professional development and collaboration are the primary action items toward implementation. Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies. Coaching, professional development and collaboration are the primary action items toward implementation.

Marguerite Montgomery Elementary School

Summer Bridge	\$16,000.00	21st Century Teaching and Learning: Language Arts	Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies.
EL Specialist, .5 FTE	\$37,500.00	21st Century Teaching and Learning:: English Language Development	Coaching, professional development and collaboration are the primary action items toward implementation. Continue implementation of designated ELD/RtI block of instructional time for all students. 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.
Materials for Math Nights	\$500.00	21st Century Teaching and Learning: 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.
Differentiation Specialist, 1.0 FTE	\$85,000.00	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 materials	\$1,250.00	Close the Achievement Gap	Provide Summer Literacy support for Bridge students reading well below grade level.
Summer Bridge program Staff	\$20,000.00	Close the Achievement Gap	Provide Summer Literacy support for Bridge students reading well below grade level.

Marguerite Montgomery Elementary School

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 with a focus on priority area students (EL, SED, foster youth and homeless).
Counselor, 1.0 FTE	\$66,848.00	Inclusive Environment	Twice yearly the collaboration will be full day for Academic Conferencing and to review trimester data. 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	Inclusive Environment	Information Technology Specialist
Student Success and Project Specialist	\$34,720.00	Inclusive Environment	Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned
MOU for Resource Center Staff	\$20,000.00	Inclusive Environment	Montgomery Family Resource Center

District Funded Total Expenditures: \$540,759.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$18,352.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$300.00	Inclusive Environment	Purchase SWIS to monitor PBIS behavior tracking.
Release time substitutes		\$4,000.00	Close the Achievement Gap	Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor with a focus on priority area students (EL, SED, foster youth and homeless). Twice yearly the collaboration will be full day for Academic Conferencing and to review trimester data.

Marguerite Montgomery Elementary School

Materials for Math Nights	\$1,000.00	21st Century Teaching and Learning: 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	21st Century Teaching and Learning: Language Arts	Provide readily available and appropriate texts to support reading instruction and common core implementation.
DreamBox	\$7,000.00	21st Century Teaching and Learning: Mathematics	Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 use the program a minimum of 60 minutes per week. Continue use of Math Shelf in Kindergarten a minimum of two times per week.
MathShelf	\$800.00	21st Century Teaching and Learning: Mathematics	Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 use the program a minimum of 60 minutes per week. Continue use of Math Shelf in Kindergarten a minimum of two times per week.

LCFF - Base Total Expenditures: \$18,100.00

LCFF - Base Allocation Balance: \$252.00

Funding Source: LCFF - Supplemental

\$64,480.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials		\$2,000.00	21st Century Teaching and Learning: Mathematics	Provide Response to Intervention instructional block paraeducator time for math and purchase supplies for small group math instruction.
RtI Block instructional supplies		\$3,000.00	21st Century Teaching and Learning:: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students. 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.

Marguerite Montgomery Elementary School

ELD Para-educator .3 FTE	\$12,464.00	21st Century Teaching and Learning:: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students. 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	\$36,370.00	21st Century Teaching and Learning: Language Arts	Provide Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA. .8 FTE designated English Only program, grades 2-4th
Extra duty para time for training	\$4,500.00	21st Century Teaching and Learning: Language Arts	1.0 FTE designated Immersion program, grades K-6th Small group differentiated reading instruction for all students utilizing paraeducators and teachers.
Translation Services	\$4,000.00	Inclusive Environment	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	Inclusive Environment	Field Trip Walker Creek

LCFF - Supplemental Total Expenditures: \$63,784.00

LCFF - Supplemental Allocation Balance: \$696.00

Funding Source: Local Categorical

\$126,946.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Marguerite Montgomery Elementary School

Reading Specialist at 1.0 FTE	\$71,750.00	21st Century Teaching and Learning: Language Arts	Provide Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA. .8 FTE designated English Only program, grades 2-4th
ELD Para-educator .5 FTE	\$18,696.00	21st Century Teaching and Learning:: English Language Development	1.0 FTE designated Immersion program, grades K-6th Continue implementation of designated ELD/RtI block of instructional time for all students. 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	21st Century Teaching and Learning: Mathematics	Provide instructional coaching support in the following areas: Number Talks Use of rich tasks in instruction
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Local Categorical Total Expenditures:	\$126,946.00		
Local Categorical Allocation Balance:	\$0.00		

Funding Source: Title I Part A: Allocation

\$145,465.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Para II		\$15,000.00	21st Century Teaching and Learning: Mathematics	Provide Response to Intervention instructional block paraeducator time for math and purchase supplies for small group math instruction.
Site Professional Development		\$500.00	21st Century Teaching and Learning: Language Arts	Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies. Coaching, professional development and collaboration are the primary action items toward implementation.

Marguerite Montgomery Elementary School

Parent Engagement and Education	\$2,000.00	Inclusive Environment	Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.
Counselor, .2 FTE	\$13,333.00	Inclusive Environment	Counseling services to support students and families in crisis, student behavior, and overall climate of the school.
Student Success and Project Specialist	\$17,360.00	Inclusive Environment	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	21st Century Teaching and Learning: Language Arts	Small group differentiated reading instruction for all students utilizing paraeducators and teachers.
Release time substitutes	\$15,500.00	Close the Achievement Gap	Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor with a focus on priority area students (EL, SED, foster youth and homeless).
Paraeducator III	\$31,660.00	Inclusive Environment	Twice yearly the collaboration will be full day for Academic Conferencing and to review trimester data. Employ Paraeducator III to assist with PBIS, behavior intervention, and implementing behavior plans for individual and classroom support. Support will be prioritized for students in the LCAP priority areas (EL, SED, Foster Youth, homeless)

Title I Part A: Allocation Total Expenditures: \$140,353.00

Title I Part A: Allocation Allocation Balance: \$5,112.00

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	21st Century Teaching and Learning:: English Language Development	Continue implementation of designated ELD/RtI block of instructional time for all students. 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
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Title III Allocation Balance:	\$0.00
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Marguerite Montgomery Elementary School Total Expenditures:	\$937,742.00
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