

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montague Elementary School	47-70417-6050876	November 10, 2020	November 17, 2020

Purpose and Description

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

Schoolwide Program

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

Under the State of California's Local Control Funding Formula, a significant percentage of the district revenue is dedicated to student learning. Part of that funding, supplemental and concentration grants, funds such programs as maintenance (facilities), personnel (aides and campus assistant, athletic coaches, etc.) and technology renewal/replacement. The district also receives federal Title I, II and VI funding that is used school wide to enhance school programs. Through the Local Control and Accountability Plan, generated by the staff and parents, and approved by the school board, the overall pathway is clear and defined: to educate our students to be the best prepared for the rigors of high school, college, careers or the workforce. To learn more and grow, see our website: at www.montagueschools.net

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Involvement 2020/21

The stakeholder involvement process included four major components;

1. Superintendent meetings at the county office that outlined procedures and guidelines for revision of the plan.
2. District committee composed of parents, staff and superintendent.
3. Data collection and analysis using state and local assessments, School Site Council parent survey results, Student Survey results,
4. Year Deferred Maintenance Plan, Trimester Assessment Tracking Tool, discipline referrals and suspension data, and monthly attendance report.

School Site Council (SSC) Convened on 10/17 and 11/10 2020 to review. Approved on 11/10/2020 at regular SSC meeting.

/Sent to Board of Trustees for approval at regular board meeting - 11/17/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

According to the California Department of Education's Dashboard and the district's state results based on the mean scaled scores from the 2017-18 CAASPP, test scores indicated the following:

All student group decreased 1.1 points in English Language Arts (ELA) and decreased 1.6 points in math

The Students with Disabilities group showed no change from prior year in ELA, and increased 1.6% in math.

Economic disadvantaged group increased 1.09 points in ELA and decreased 1.83 points in math.

This indicates a need for additional support for these areas. The district plans to improve upon these CAASPP test results by utilizing the quarterly NorthWest Education Association (NWEA) benchmark tool to make instructional decisions. Based on the data collected, differentiated instruction will be implemented to address the varied learning needs of students. Other strategies to enhance student learning includes: create a positive school environment for learning, improve quality of regular classroom instruction, invest in small class sizes, homework club, progress reports, online communication with parents regarding student progress, peer tutoring, study hall, and individual and small group intervention at the primary grades. The district's thrust is to improve student learning for all students by creating a welcoming, engaging, and relevant campus experience.

The "socioeconomically disadvantaged" and "two or more races" were both in the orange indicator, while the "white" subgroup was in the blue indicator for Suspension Rate. This year, MES has changed the focus of our behavioral interventions to a restorative justice model. Going forward, MES will focus on alternatives to suspension wherever student actions do not pose an ongoing threat to themselves or others.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

By 2023, all student groups will demonstrate increased mathematical proficiency as measured by formative and summative assessments, as measured by state standardized and standardized local benchmark testing.

Identified Need

According to the California Department of Education's Dashboard and the district's state results based on the mean scaled scores from the 2017-18 CAASPP, test scores indicated the following: All student group decreased 1.1 points in English Language Arts (ELA) and decreased 1.6 points in math

The Students with Disabilities group showed no change from prior year in ELA, and increased 1.6% in math.

Economic disadvantaged group increased 1.09 points in ELA and decreased 1.83 points in math.

MESD has adopted a plan for providing targeting ELA intervention. This goal will address the need to provide targeted math intervention, primarily in grades 5-8, with emphasis on employment of a single-subject certificated teacher and an intervention schedule.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Results	All Students - 22.73% at or above standard Socioeconomically Disadvantaged- 23.13% at or above standard, Students with Disabilities - 0% at or above standard.	All Students - 45% at or above standard Socioeconomically Disadvantaged- 40% at or above standard, Students with Disabilities - 10% at or above standard.
Professional Development	9% of all general education and special education teachers have participated in mathematics professional development and/or grant programs in the past three years.	100% of general education and special education teachers will have participated in mathematics professional development and/or math grant programs in the past three years.
Math Intervention Services	33% of students receive math intervention or math-aligned electives to specifically address individual learning goals.	80% of students receive math intervention or math-aligned electives to specifically address individual learning goals.
Math Curriculum	100% of students will be instructed using state adopted mathematics curriculum, selected by a district adoption team.	100% of students will be instructed using state adopted mathematics curriculum, selected by a district adoption team.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide regular, benchmark-driven, skills based math intervention, independent of core math classes for students working below grade level. Utilize PE programming to make time available in the general education schedule for teacher collaboration and development of interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

53600

7000

10375

Source(s)

Title I Part A: Allocation

Title I Part A: Allocation

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MESD was not required to file a SPSA during the 2019/20 school year.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

Identified Need

The "socioeconomically disadvantaged" and "two or more races" were both in the orange indicator, while the "white" subgroup was in the blue indicator for Suspension Rate. This year, MES has changed the focus of our behavioral interventions to a restorative justice model. Going forward, MES will focus on alternatives to suspension wherever student actions do not pose an ongoing threat to themselves or others. In the 2019/20 school year, teachers will be trained in restorative practices, and instruction minutes in social emotional learning will be built into the master schedule. MES requires additional counselling support, and will contract with an outside agency for on-site services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P-2 attendance report SARB letters//hearings Chronic absenteeism reports (Aeris)	Office referrals: 10% of students received an office referral Suspension rate: 4% Expulsion rate: 0%	Suspension Rate - 2.2% Expulsion Rate - 0% Office referral rate - 5.9%
Pupil suspension and expulsion rates	Attendance rate: 97.4% Chronic Absenteeism rate: 9.1% SARB: 4	Attendance Rate - 97% Chronic Absentee Rate - 7.4% SARB: 3

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low-income and neglected

Strategy/Activity

Continue to implement Positive Behavior Interventions and Supports school. Ensure that the discipline plan and policies are

implemented consistently. Provide opportunities for all staff to participate in learning. Staff will design a Character Calendar and focus on specific traits each month. Continue to implement Character Cards and Character Store as a means of recognition for students. Announce over PA acts of kindness, responsibility, respect and safety and post on website. Continue to display agreement posters throughout the school and explicitly teach behaviors at beginning of school year and throughout the year as needed. Employ part-time counselor to address general population as well as at-risk groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title IV Part A: Student Support and Academic Enrichment
31251	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MESD was not required to file a SPSA during the 2019/20 school year.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$122,226.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,226.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$60,600.00
Title I Part A: Basic Grants Low-Income and Neglected	\$31,251.00
Title II Part A: Improving Teacher Quality	\$10,375.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$112,226.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$112,226.00