

The School Plan for Student Achievement

School: Monte Verde Elementary
CDS Code: 41690706045108
District: South San Francisco Unified School District
Principal: Deborah Mirt
Revision Date: 01/18/2019

The School 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 5.9.2019.

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 | 92 | 92 | 83 | 91 | 92 | 81 | 91 | 92 | 81 | 98.9 | 100 | 97.6 |
| Grade 4 | 98 | 91 | 89 | 97 | 90 | 88 | 97 | 90 | 88 | 99 | 98.9 | 98.9 |
| Grade 5 | 92 | 96 | 92 | 91 | 94 | 92 | 91 | 94 | 92 | 98.9 | 97.9 | 100 |
| All Grades | 282 | 279 | 264 | 279 | 276 | 261 | 279 | 276 | 261 | 98.9 | 98.9 | 98.9 |

* 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 | 2453.8 | 2448.9 | 2483.7 | 31 | 30.43 | 50.62 | 33 | 32.61 | 28.40 | 25 | 27.17 | 12.35 | 11 | 9.78 | 8.64 |
| Grade 4 | 2482.3 | 2497.3 | 2509.2 | 33 | 31.11 | 35.23 | 20 | 32.22 | 32.95 | 28 | 21.11 | 21.59 | 20 | 15.56 | 10.23 |
| Grade 5 | 2539.7 | 2528.6 | 2548.9 | 35 | 23.40 | 41.30 | 37 | 42.55 | 32.61 | 22 | 20.21 | 14.13 | 5 | 13.83 | 11.96 |
| All Grades | N/A | N/A | N/A | 33 | 28.26 | 42.15 | 30 | 35.87 | 31.42 | 25 | 22.83 | 16.09 | 12 | 13.04 | 10.34 |

| 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 | 27 | 33.70 | 46.91 | 57 | 46.74 | 45.68 | 15 | 19.57 | 7.41 | |
| Grade 4 | 30 | 31.11 | 34.09 | 46 | 53.33 | 51.14 | 24 | 15.56 | 14.77 | |
| Grade 5 | 30 | 31.91 | 39.13 | 62 | 56.38 | 50.00 | 9 | 11.70 | 10.87 | |
| All Grades | 29 | 32.25 | 39.85 | 55 | 52.17 | 49.04 | 16 | 15.58 | 11.11 | |

| 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 | 32 | 29.35 | 45.68 | 49 | 63.04 | 40.74 | 19 | 7.61 | 13.58 |
| Grade 4 | 23 | 36.67 | 40.91 | 57 | 52.22 | 45.45 | 21 | 11.11 | 13.64 |
| Grade 5 | 40 | 43.62 | 47.83 | 49 | 45.74 | 42.39 | 11 | 10.64 | 9.78 |
| All Grades | 31 | 36.59 | 44.83 | 52 | 53.62 | 42.91 | 17 | 9.78 | 12.26 |

| 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 | 25 | 16.30 | 39.51 | 67 | 70.65 | 56.79 | 8 | 13.04 | 3.70 |
| Grade 4 | 20 | 17.78 | 31.82 | 73 | 66.67 | 60.23 | 7 | 15.56 | 7.95 |
| Grade 5 | 20 | 18.09 | 33.70 | 74 | 69.15 | 54.35 | 7 | 12.77 | 11.96 |
| All Grades | 22 | 17.39 | 34.87 | 71 | 68.84 | 57.09 | 7 | 13.77 | 8.05 |

| 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 | 31 | 34.78 | 50.62 | 56 | 53.26 | 39.51 | 13 | 11.96 | 9.88 |
| Grade 4 | 25 | 35.56 | 37.50 | 60 | 50.00 | 51.14 | 15 | 14.44 | 11.36 |
| Grade 5 | 38 | 27.66 | 43.48 | 56 | 56.38 | 45.65 | 5 | 15.96 | 10.87 |
| All Grades | 31 | 32.61 | 43.68 | 57 | 53.26 | 45.59 | 11 | 14.13 | 10.73 |

Conclusions based on this data:

1. From 2016-17 to 2017-18 our listening score improved.
2. The number of students performing below standard increased in the area of Writing.
3. Students improved in the area of Research and Inquiry across grades 3-5.

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 | 92 | 92 | 83 | 91 | 92 | 81 | 91 | 92 | 81 | 98.9 | 100 | 97.6 |
| Grade 4 | 98 | 91 | 89 | 97 | 90 | 88 | 97 | 90 | 88 | 99 | 98.9 | 98.9 |
| Grade 5 | 92 | 96 | 92 | 91 | 94 | 92 | 91 | 94 | 92 | 98.9 | 97.9 | 100 |
| All Grades | 282 | 279 | 264 | 279 | 276 | 261 | 279 | 276 | 261 | 98.9 | 98.9 | 98.9 |

* 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 | 2483.4 | 2472.4 | 2497.8 | 38 | 33.70 | 48.15 | 46 | 34.78 | 29.63 | 9 | 25.00 | 19.75 | 7 | 6.52 | 2.47 |
| Grade 4 | 2514.7 | 2534.5 | 2533.9 | 33 | 42.22 | 36.36 | 33 | 38.89 | 39.77 | 27 | 12.22 | 19.32 | 7 | 6.67 | 4.55 |
| Grade 5 | 2533.4 | 2567.1 | 2571.3 | 26 | 40.43 | 47.83 | 24 | 31.91 | 26.09 | 36 | 20.21 | 16.30 | 13 | 7.45 | 9.78 |
| All Grades | N/A | N/A | N/A | 33 | 38.77 | 44.06 | 34 | 35.14 | 31.80 | 24 | 19.20 | 18.39 | 9 | 6.88 | 5.75 |

| 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 | 57 | 46.74 | 59.26 | 34 | 42.39 | 37.04 | 9 | 10.87 | 3.70 | |
| Grade 4 | 48 | 65.56 | 59.09 | 36 | 24.44 | 34.09 | 15 | 10.00 | 6.82 | |
| Grade 5 | 35 | 52.13 | 60.87 | 41 | 35.11 | 28.26 | 24 | 12.77 | 10.87 | |
| All Grades | 47 | 54.71 | 59.77 | 37 | 34.06 | 32.95 | 16 | 11.23 | 7.28 | |

| 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 | 47 | 40.22 | 50.62 | 46 | 47.83 | 41.98 | 7 | 11.96 | 7.41 |
| Grade 4 | 36 | 43.33 | 35.23 | 49 | 46.67 | 54.55 | 14 | 10.00 | 10.23 |
| Grade 5 | 21 | 38.30 | 40.22 | 64 | 52.13 | 47.83 | 15 | 9.57 | 11.96 |
| All Grades | 35 | 40.58 | 41.76 | 53 | 48.91 | 48.28 | 12 | 10.51 | 9.96 |

| 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 | 53 | 40.22 | 56.79 | 42 | 55.43 | 41.98 | 5 | 4.35 | 1.23 |
| Grade 4 | 48 | 50.00 | 51.14 | 41 | 37.78 | 43.18 | 10 | 12.22 | 5.68 |
| Grade 5 | 25 | 30.85 | 44.57 | 63 | 60.64 | 43.48 | 12 | 8.51 | 11.96 |
| All Grades | 42 | 40.22 | 50.57 | 48 | 51.45 | 42.91 | 9 | 8.33 | 6.51 |

Conclusions based on this data:

1. Problem Solving remained the same with not much change, did not increase or decrease.
2. Analyzing the claims, third grade increased the percentage of students scoring above standard in Concepts and Procedures, Problem Solving and Communicating Reasoning.
3. We exceeded the necessary participation rate for our students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|----------------------------|---------------------------------|------------------|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 542 | 23.4% | 25.3% | This is the percent of students whose well-being is the responsibility of a court. |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 137 | 25.3% |
| Socioeconomically Disadvantaged | 127 | 23.4% |
| Students with Disabilities | 30 | 5.5% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 10 | 1.8% |
| American Indian | 1 | 0.2% |
| Asian | 146 | 26.9% |
| Filipino | 179 | 33.0% |
| Hispanic | 103 | 19.0% |
| Two or More Races | 49 | 9.0% |
| Pacific Islander | 8 | 1.5% |
| White | 46 | 8.5% |






Conclusions based on this data:

1. Our largest subgroup is 33% of the school population, so no group is a majority of the population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| <p data-bbox="212 411 453 436">English Language Arts</p>  <p data-bbox="310 491 358 516">Blue</p> | <p data-bbox="695 411 927 436">Chronic Absenteeism</p>  <p data-bbox="776 491 846 516">Yellow</p> | <p data-bbox="1198 411 1382 436">Suspension Rate</p>  <p data-bbox="1268 491 1313 516">Blue</p> |
| <p data-bbox="261 609 407 634">Mathematics</p>  <p data-bbox="310 688 358 714">Blue</p> | | |
| <p data-bbox="201 806 467 831">English Learner Progress</p>  <p data-bbox="212 886 456 911">No Performance Color</p> | | |

Conclusions based on this data:

1. The Dashboard shows that Chronic Absenteeism is an area for improvement, which is Yellow. This is very low compared to our Blue for both Reading and Math.

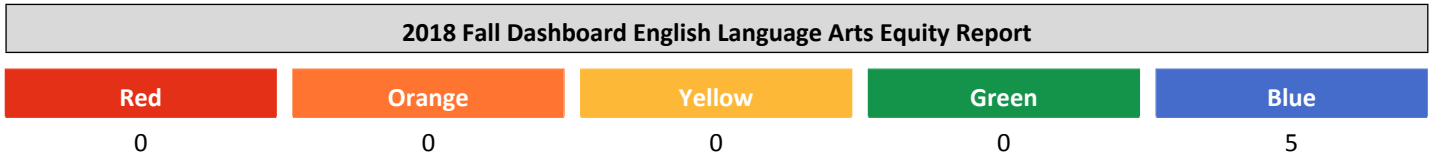
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  <p>Blue</p> <p>46.9 points above standard</p> <p>Increased 23.9 points</p> <p>257 students</p> | <p>English Learners</p>  <p>Blue</p> <p>51.3 points above standard</p> <p>Increased 19.7 points</p> <p>60 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>17.8 points above standard</p> <p>Increased 22.9 points</p> <p>67 students</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>28.7 points above standard</p> <p>Increased 50.5 points</p> <p>34 students</p> |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color 0 Students |  Blue 75.4 points above standard Increased 29.6 points 66 students |  Blue 47.2 points above standard Increased 18.6 points 89 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 33 points above standard Increased 38.1 points 50 students |  No Performance Color 27.8 points above standard Increased 9.1 points 26 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 50.3 points above standard Increased 18.9 points 18 students |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 31.2 points above standard Increased 12.7 points 48 students | 132 points above standard Increased 57.5 points 12 students | 45.7 points above standard Increased 24.9 points 196 students |

Conclusions based on this data:

- 1.

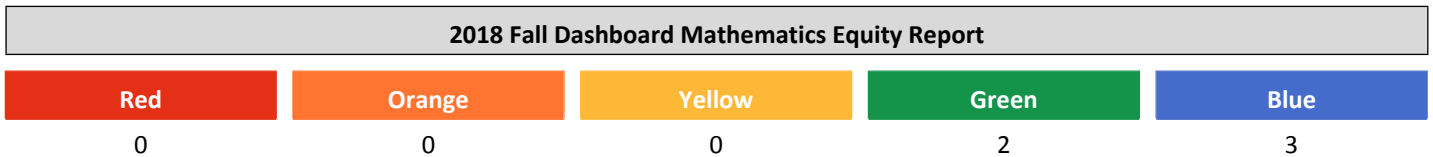
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  <p>Blue</p> <p>52.7 points above standard</p> <p>Increased 11.1 points</p> <p>257 students</p> | <p>English Learners</p>  <p>Blue</p> <p>68.4 points above standard</p> <p>Increased 12.7 points</p> <p>60 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>23.4 points above standard</p> <p>Increased 14.2 points</p> <p>67 students</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>43.9 points above standard</p> <p>Increased</p> <p>34 students</p> |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color 0 Students |  Blue 98.2 points above standard Increased 66 students |  Blue 50.3 points above standard Increased 6.2 points 89 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 24 points above standard Increased 12.7 points 50 students |  No Performance Color 35.3 points above standard Maintained 1.7 points 26 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 58.1 points above standard Increased 18 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 51.1 points above standard Increased 6.9 points 48 students | 137.9 points above standard Increased 12 students | 48.1 points above standard Increased 10.1 points 196 students |

Conclusions based on this data:

1. Our 2016-2017 Math Dashboard was Green and it improved in 2017-2018 to Blue.
2. Our 2016-2017 Subgroup of Socioeconomically Disadvantaged students was Orange and in 2017-2018 it improved to Green.
3. Our 2016-2017 Subgroup of Hispanic students was Orange and in 2017-2018 it improved to Green.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 123 | 73.2% | 19.5% | 4.9% | 2.4% |

Conclusions based on this data:

1.

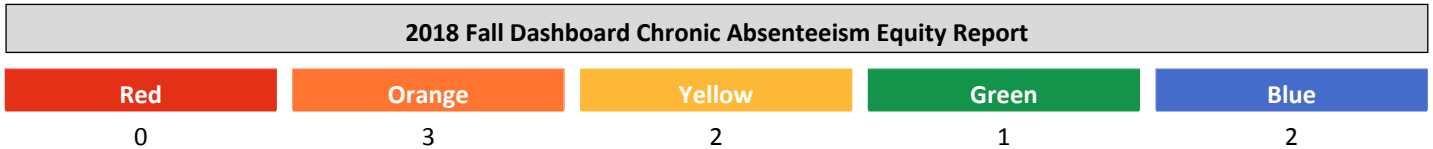
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 4% chronically absent Increased 0.5% 548 students | <p>English Learners</p>  Blue 1.4% chronically absent Maintained 0.2% 139 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | <p>Socioeconomically Disadvantaged</p>  Orange 8.7% chronically absent Increased 0.9% 138 students | <p>Students with Disabilities</p>  Orange 7.7% chronically absent Increased 7.7% 39 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  Green 1.4% chronically absent Increased 0.6% 146 students |  Yellow 3.3% chronically absent Increased 0.8% 181 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 8.5% chronically absent Increased 2.7% 106 students |  Yellow 6% chronically absent Maintained 0.4% 50 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students |  Blue 2.2% chronically absent Declined 5.4% 46 students |

Conclusions based on this data:

1. Our lowest performing Subgroups in reading and math have the highest absenteeism rates.
2. 8% of both our Hispanic and Socioeconomically Disadvantaged students were absent 10% of the school year.
3. Absenteeism reflects students in kindergarten through fifth grade, while the academic scores only include third through fifth grade.

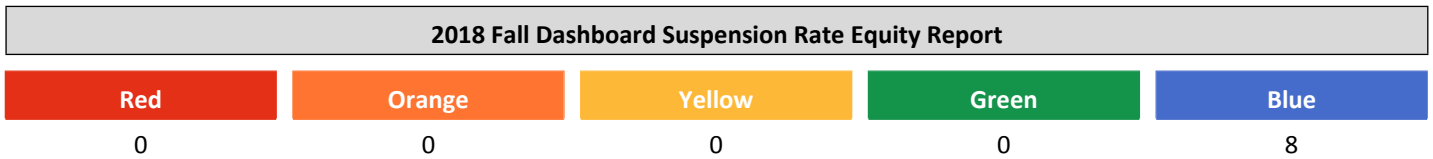
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>550 students</p> | <p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>139 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 3 students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>139 students</p> | <p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>39 students</p> |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data 10 students |  No Performance Color Less than 11 Students - Data 1 students |  Blue 0% suspended at least once Maintained 0% 147 students |  Blue 0% suspended at least once Maintained 0% 181 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 0% suspended at least once Maintained 0% 106 students |  Blue 0% suspended at least once Maintained 0% 50 students |  No Performance Color Less than 11 Students - Data 8 students |  Blue 0% suspended at least once Maintained 0% 47 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|------------------------------|----------------------------|----------------------------|
| 0.2% suspended at least once | 0% suspended at least once | 0% suspended at least once |

Conclusions based on this data:

1. The number of suspensions decreased for two years.

Planned Improvements in Student Performance

School Goal #1

| |
|--|
| SUBJECT: LCAP Goal 1 Academic Achievement |
| LEA/LCAP GOAL: |
| GOAL AREA: ELA/ELD LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy. LCAP Priorities: 2 - Implementation of State Standards 4 - Pupil Achievement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. |
| SCHOOL GOAL #1: |
| GOAL: INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS) Goal Statement: Students at all grade levels will be proficient in Reading Language Arts grade level standards.measured by achievement at or above the proficiency level on CAASPP, District assessments, topic tests, and CELDT. |
| Data Used to Form this Goal: |
| School data was gathered from 2018 CAASPP results of students meeting the proficiency target. Data focused on grade level and significant subgroups, which did not reach proficiency goals in English Language Arts. |
| Findings from the Analysis of this Data: |
| During spring of 2018 our students were administered the CAASPP. Monte Verde scored better than both our South San Francisco Unified School District and the state of California. 73% of students Met or Exceeded the Standards |

79% of Monte Verde third graders Met or Exceeded the ELA Standard

68% of Monte Verde fourth graders Met or Exceeded the ELA Standard

74% of Monte Verde fifth graders Met or Exceeded the ELA Standard

Results by Subgroup:

82% of our Asian students Met or Exceeded the ELA Standards

77% of our Filipino students Met or Exceeded the ELA Standards

66% of our Hispanic students Met or Exceeded the ELA Standards

63% of our White students Met or Exceeded the ELA Standards

66% of our Two or more races students Met or Exceeded the ELA Standards

50% of our Students with Disabilities Met or Exceeded the ELA Standards

68% of our English Learner students Met or Exceeded the ELA Standards

59% of our Economically Disadvantages students Met or Exceeded the ELA Standards

78% of our female students Met or Exceeded the ELA Standards

69% of our male students Met or Exceeded the ELA Standards

How the School will Evaluate the Progress of this Goal:

We will monitor and evaluate student progress throughout the year using Formative Assessments, daily lessons, and Chapter Tests. Kindergarten through third grade teachers will administer Fountas and Pinnell reading assessment Teachers will examine these results, make changes, monitor and re-evaluate instruction.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|--------------------------------------|--------------------------|--|------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Means of Achievement: Increased educational opportunity Task: | Start Date: 08/15/2018 Completion Date: 05/31/2019 | Literacy Lab Teacher Teachers | Literacy Lab LCAP 180 | 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 2,226.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|--|-------------------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Literacy Lab is a strategic reading intervention for students in first through fifth grades. The small group (5 students) is scheduled for 30 minute, five times a week. Students work at their level and receive support in the areas of phonemic awareness, phonics, sight words, fluency and comprehension. Comprehension lessons target main idea, predicting, using context clues, sequencing, cause/effect, inference and analyzing texts. Literacy Lab serves as our Tier II level of intervention for first through third graders and Tier III level of intervention for students in fourth grades who are reading at two or more grade levels below.</p> <p>Measures:</p> <p>The Literacy Lab teacher along with the classroom teachers assess students throughout their time in the program. The program is an intervention that works to have students "graduate" from the support. Students are assessed using phonics, blending/ segmenting, accuracy, fluency and comprehension.</p> | | Principal | | | | |
| <p>ACTION:GOAL 1. ACTION 2. ONGOING ASSESSMENT AND MONITORING</p> <p>Means of Achievement: Monitoring program implementation and</p> | <p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p> | Teachers/Principal/ District Substitute support | Fountas and Pinnell Assessment Kits | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>results</p> <p>Task:</p> <p>Use Fountas and Pinnell kits to assess reading level for students in grades third through fifth grades. Review data</p> <p>to Identify strengths and areas of concern. Utilize reading level to monitor instruction throughout the year.</p> <p>Purchase F&P Kits for classrooms needing the kits.</p> <p>Substitutes for F&P assessments.</p> <p>Measures:</p> <p>Assessments given two times a year to monitor reading progress.</p> <p>Enter data into district database.</p> | | | | | | |
| <p>ACTION:GOAL 1. ACTION 3. IMPROVE STUDENT ENGAGEMENT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>Actively engage students during instruction everyday. Use EDI techniques during instruction. Check for understanding frequently during lessons.</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/19</p> | Teachers/ Principal | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|-----------------------|---|--|------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| <p>Measures:</p> <p>Observation</p> <p>Walk-through opportunities</p> | | | | | | |
| <p>ACTION:GOAL 1. ACTION 4. INTERVENTION/ TUTORIAL</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>Provide before or after school intervention/tutorial at grade level</p> <p>Measures:</p> <p>Student attendance, student performance on Fountas and Pinnell, STAR Reading, vocabulary tests, weekly assessments.</p> <p>Student Study Team meetings, teacher observation</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | Teachers/ principal | intervention/ tutorial LCAP 180 | 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 6,000.00 |
| <p>ACTION:GOAL 1. ACTION 5. MATERIALS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Purchase non-fiction books for the library</p> <p>Purchase leveled reading books for</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | Teachers Librarian | Purchase non-fiction library books LCAP 180 | 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 500. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|----------------------------------|---|---|-------------------------------------|-----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Reader's Workshop</p> <p>Measures:</p> <p>Destiny Library System to monitor the number of non-fiction books read</p> | | | | | | |
| <p>ACTION:GOAL 1. ACTION 7. TEACHER COLLABORATION</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <p>Teachers will meet during weekly collaboration (early dismissal) to discuss and plan CCSS lessons and units, prepare for Readers' and Writers' Workshop.</p> <p>Measures:</p> <p>Collaboration logs</p> <p>Teacher observation</p> <p>Classroom walkthrough</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teacher</p> <p>Principal</p> | <p>Hourly rate for collaboration beyond weekly collaboration LCAP 180</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>2,000.00</p> |
| <p>ACTION:GOAL 1. ACTION 8. COMMON CORE PROFESSIONAL DEVELOPMENT</p> <p>Task:</p> <p>Professional development to support implementation of Common Core State Standards.</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> | <p>ELA/ CCSS training LCAP 180</p> | | <p>LCAP At-Risk Student Support</p> | <p>300.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|-----------------------|---|----------------------------------|---------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Measures: Walkthroughs Collaboration notes Teacher observation | | | | | | |
| ACTION:GOAL 1. ACTION 9. RENAISSANCE- ACCELERATED READING Means of Achievement: Increased educational opportunity Task: Accelerated Reader through Renaissance will be used to test students' comprehension after a student reads a book at their level. Comprehension test will identify the level of understanding of the book read. Students will also be tested at least three times a year using STAR reading to determine reading level. We also have a school wide incentive to encourage students to read. Each class must read and pass 100 quizzes per month with 100% class participation. Each class will receive a trophy for the month. Word count is also calculated and students receive a t-shirt if they read a million words in a year. Measures: Accelerated Reader charts the | Start Date: 08/15/2018 Completion Date: 05/31/2019 | Teachers | Renaissance Licensing- Accelerated Reading | 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 5,500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|-----------------------|----------------------------------|-------------------------------|------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| students' improvement as they read books at their level. Accelerated Reader is also able to calculate the word count for students. | | | | | | |
| <p>ACTION:GOAL 1. ACTION 10. WRITERS' WORKSHOP LITERATURE</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Purchase "Touchstone" Literature for Writers' Workshop</p> <p>Measures: Teacher observation</p> | <p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p> | Teachers/ Principal | Purchase "Touchstone" literature | 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 500.00 |
| <p>ACTION:GOAL 1. ACTION 11. LEVELED READERS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Purchase Leveled readers for kindergarten through second grade classes. Purchase Wonders Decodable Readers for the class- (adoption only supplied six sets per class)</p> <p>Measures:</p> | <p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p> | Teachers/ Principal | Leveled readers K-2 | 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 1,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|-----------------------|-------------------------|------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Teacher observation | | | | | | |
| <p>ACTION:GOAL 1. ACTION 12. READING INCENTIVES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>As explained in Goal 1. Action 9., class awards/ incentives and individual awards/ incentives correlate to Accelerated Reader participation.</p> <p>Award Word Millionaire t-shirts to students reading a million words.</p> <p>Award reading medals to students reading two million words.</p> <p>Award Reading Trophies to fifth grade students reading four million words over their Monte Verde career.</p> <p>Measures:</p> <p>Accelerated Reader word count</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2018</p> | Teachers/ Principal | reading incentives | | Gift Fund | 2,700.00 |

Planned Improvements in Student Performance

School Goal #2

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|--|
| SUBJECT: MATHEMATICS |
| LEA/LCAP GOAL: |
| LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. LCAP Priorities: 2 - Implementation of State Standards 4 - Pupil Achievement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. |
| SCHOOL GOAL #2: |
| GOAL: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS) Goal Statement: Students at all grade levels will be proficient in Mathematics grade level standards measured by achievement at or above the proficiency level of District assessments, Curriculum Embedded Assessments, and topic tests. |
| Data Used to Form this Goal: |
| School data was gathered from 2017 CAASPP results of students meeting the proficiency target. Data focused on grade level and significant subgroups, which did not reach proficiency goals in Mathematics. |
| Findings from the Analysis of this Data: |
| During spring of 2018 our students were administered the CAASPP. Overall Monte Verde scored better than both our South San Francisco Unified School District and the state of California. 75% of students Met or Exceeded the Math Standards |

78% of Monte Verde third graders Met or Exceeded the Math Standard (+3)
76% of Monte Verde fourth graders Met or Exceeded the Math Standard
74% of Monte Verde fifth graders Met or Exceeded the Math Standard (+3)
94% of our Asian students Met or Exceeded the Math Standards
78% of our Filipino students Met or Exceeded the Math Standards
61% of our Hispanic students Met or Exceeded the Math Standards
73% of our White students Met or Exceeded the Math Standards
70% of our Two or more races students Met or Exceeded the Math Standards
66% of our Students with Disabilities Met or Exceeded the Math Standards
77% of our English Learner students Met or Exceeded the Math Standards
59% of our Economically Disadvantaged students Met or Exceeded the Math Standards
75% of our female students Met or Exceeded the Math Standards
75% of our male students Met or Exceeded the Math Standards

Monte Verde third graders scored lower in the area of problem solving.

Monte Verde fourth graders scored lower in the area of communicating reasoning.

Monte Verde fifth graders scored lower in the area of concepts and procedures.

There is room for improvement for our subgroups, especially our Economically Disadvantaged students. There has been a gap between the genders in the past few years more of our females students met the standard than the percentage of males. In 2018 the boys improved in math to be equal to the % of girls meeting the standard.

How the School will Evaluate the Progress of this Goal:

We will monitor and evaluate student progress throughout the year using CAASPP, daily lessons, Chapter Tests and Think Central. Teachers will examine these results, make changes, monitor and re-evaluate instruction.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|----------------------------------|---|--------------------------------------|-------------------------------------|---------------|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 2. ACTION 1. ONGOING ASSESSMENT AND MONITORING</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <p>Review 2016 CAASPP data Identify strengths and areas of concern. Utilize grade level Common Embedded Assessments (CEA), topic tests and performance tasks. Plan and monitor instruction throughout the year</p> <p>Measures:</p> <p>CEAS's given two times during the year. Mid-year Smarter Balance style assessment along with Data reports disaggregate by proficiency levels for each class and grade level</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> | | | | |
| <p>ACTION:GOAL 2. ACTION 2. IMPROVE STUDENT ENGAGEMENT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>Actively engage students during instruction</p> <p>Use Explicit Direct Instruction (EDI) techniques during instruction</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> | <p>Math manipulatives for Math Expressions LCAP 180</p> | <p>4000-4999: Books And Supplies</p> | <p>LCAP At-Risk Student Support</p> | <p>400.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|----------------------------------|---|------|-----------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Check for understanding frequently during lessons</p> <p>Measures:</p> <p>Walk-through Teacher feedback</p> | | | | | | |
| <p>ACTION:GOAL 2. ACTION 3. TEACHER COLLABORATION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Teachers will meet outside of the weekly collaboration (early dismissal) to discuss and plan CCSS lessons and units</p> <p>Measures:</p> <p>Collaboration logs</p> <p>Teacher observation</p> <p>Classroom walkthrough</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> | | | | |
| <p>ACTION:GOAL 2. ACTION 4. MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>Purchase hands on manipulatives to</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> | <p>Materials for classrooms to support learning</p> | | <p>None Specified</p> | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|--|---|--|---------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| build concrete concepts in mathematics. Measures: CEA walkthroughs | | | | | | |
| ACTION:GOAL 2. ACTION 5. PROFESSIONAL DEVELOPMENT Means of Achievement: Staff development and professional collaboration Task: Professional development to support implementation of Common Core State Standards. Extended collaboration Measures: Walkthroughs Collaboration notes Teacher observation | Start Date: 08/15/2018 Completion Date: 05/31/2019 | Teachers Principal | Math/ CCSS training Site discretionary | 1000-1999: Certificated Personnel Salaries | Site Discretionary | 1,532.00 |
| ACTION:GOAL 2. ACTION 6. MATH INTERVENTION SMALL GROUPS Means of Achievement: Extended learning time Task: Before and after school intervention groups targeting low performing | Start Date: 08/15/2018 Completion Date: 05/31/2019 | Teachers Principal Parents Students | Math Intervention Groups LCAP 180 | 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 6,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|-----------------------|---|--|--|-------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>students not meeting grade level expectations.</p> <p>Measures:</p> <p>CAASPP results</p> <p>CEA</p> <p>Topic tests</p> <p>Performance Tasks</p> <p>Teacher Recommendation</p> <p>Parent Recommendation</p> | | | | | | |
| <p>ACTION:GOAL 2. ACTION 7. RENAISSANCE- ACCELERATED MATH</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Accelerated Math will be used to supplement the math instruction. Math practice will be assigned at the students' level, on grade level, above or below.</p> <p>Measures:</p> <p>Teachers are able to monitor improvements with the program. Reports graph the students' progress through the standards.</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | Teachers | <p>Renaissance Licensing for Accelerated Math</p> <p>Renaissance Licensing for Accelerated Math</p> | <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Gift Fund</p> <p>LCAP At-Risk Student Support</p> | <p>5,400.00</p> <p>600.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---|--|---|-------------------------------------|-----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 2. ACTION 8. MATH NIGHT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Math Night will take place at least one night per school year.</p> <p>Students will play math games in order to encourage and promote the enjoyment of Mathematics.</p> <p>Parents will be invited to assist students playing games of they may attend Common Core informational sessions. Teachers will teach the parent sessions which will include many of the new grade level math strategies that students will be using to explain math concepts</p> <p>Measures:</p> <p>Math Night attendance records</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>Teachers</p> <p>Principal</p> <p>Parents</p> <p>Students</p> <p>Volunteers</p> | <p>Math Night- timecards for teachers LCAP 180</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>2,000.00</p> |

Planned Improvements in Student Performance

School Goal #3

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|---|
| SUBJECT: Academic Achievement |
| LEA/LCAP GOAL: |
| LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT). LCAP Priorities: 4 - Pupil Achievement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. |
| SCHOOL GOAL #3: |
| GOAL: UNDUPLICATED STUDENT ACHIEVEMENT Goal Statement: Unduplicated students which include English Learner, Socio economically disadvantaged, and Special Education students will increase scores on the 2019 CAASP 5% in order to decrease the achievement gap between the designated subgroups and their peers. |
| Data Used to Form this Goal: |
| CAASPP results for 2017 revealed that: 58% of EL students Met or Exceeded the ELA State Standard 91% of Reclassified- Fluent English Proficient Met or Exceeded the ELA State Standard 58% of English Learners in U.S. School for 12 months or more Met or Exceeded the ELA State Standard 38% of Special Education students Met or Exceeded the ELA State Standard 52% of Socio-Economic Disadvantaged Students Met or Exceeded the ELA State Standard |

72% of EL students Met or Exceeded the Math State Standard

76% of Reclassified- Fluent English Proficient Met or Exceeded the Math State Standard

71% of English Learners in U.S. School for 12 months or more Met or Exceeded the Math State Standard

57% of Special Education students Met or Exceeded the Math State Standard

64% of Socio-Economic Disadvantaged Students Met or Exceeded the Math State Standard

Findings from the Analysis of this Data:

Reclassified-fluent English Proficient students scored very well. Special Education and Socio-Economically Disadvantaged students struggled on the assessment , compared to their peers, especially in the area of ELA. Compared to their peers, Math was lower, but not as wide of an achievement gap.

How the School will Evaluate the Progress of this Goal:

We will monitor and evaluate student progress throughout the year using Formative Assessments, daily lessons, and Chapter Tests. Kindergarten through third grade teachers will administer Fountas and Pinnell reading assessment Teachers will examine these results, make changes, monitor and re-evaluate instruction.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|---|---|-------------------|----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 3. ACTION 1. ADDITIONAL HOURS FOR BILINGUAL PARAPROFESSIONAL</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Hourly payment for bilingual paraprofessional for extra hours</p> <p>Measures:</p> <p>observation</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p> | <p>principal</p> <p>teachers</p> <p>bilingual paraprofessional</p> | <p>additional hours for bilingual paraprofessional EL Support 123</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>El Support</p> | <p>4500.00</p> |
| <p>ACTION:GOAL 3. ACTION 2. INTERVENTION GROUPS</p> <p>Means of Achievement: Alignment</p> | <p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p> | <p>teachers</p> <p>principal</p> | <p>intervention groups EL Support 123</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>El Support</p> | <p>6463.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|----------------------------------|---|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| of instruction with content standards Task: Before and after school intervention groups for our English Learners (EL), Socio-economically disadvantaged or Foster Youth students. Measures: Fountas and Pinnell assessments Formative Assessments | | | | | | |
| ACTION:GOAL 3. ACTION 3. ELPAC TESTING Means of achievement | Start Date: 08/15/18 Completion Date: 05/31/19 | paraprofessional teachers | ELPAC testing and scoring EL Support 123 | 2000-2999: Classified Personnel Salaries | El Support | 6000.00 |
| ACTION:GOAL 3. ACTION 4. Materials for EL students Means of achievement | Start Date: 08/15/18 Completion Date: 05/31/19 | teachers | Materials EL Support 123 | 4000-4999: Books And Supplies | El Support | 1500.00 |

Planned Improvements in Student Performance

School Goal #4

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| SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT |
| LEA/LCAP GOAL: |
| LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens. LCAP Priorities: 6 - School Climate LCAP Goal: School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all. Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments. |
| SCHOOL GOAL #4: |
| GOAL: ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS Goal Statement: Students need a safe and positive environment in order to maximize learning during the day. All Kindergarten through Fifth Grade students will use Conflict Resolution Methods to solve problems. Teachers trained to use PAXIS (PAX), a strategy to promote self regulation, will implement the strategy of the Good Behavior Game in their classrooms. There will be a decrease in the number of students sent to the office for disciplinary action by the principal. Students At Risk will be scheduled for SST Meetings. Intervention/Enrichment Groups will be implemented for identified students. Activities will be scheduled to promote school pride and self esteem. |
| Data Used to Form this Goal: |
| School Discipline reports, Monthly Suspension and Attendance Reports |
| Findings from the Analysis of this Data: |
| After analyzing the attendance, Suspensions and Discipline reports, it seems that we have a number of students with habitual tardies and absences, which are mainly in the primary grades. In 2016-2017, we had no suspensions. |
| How the School will Evaluate the Progress of this Goal: |
| We will monitor student attendance using monthly attendance reports and sending letters to parents regarding absence and tardies. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---------------------------------|---|--|-------------------------------------|------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 4. ACTION 1. CROSSING GUARD</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>Crossing Guard will be stationed at one entrance of the school and cross students and monitor traffic.</p> <p>Measures:</p> <p>Observation</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Crossing Guard Principal</p> | <p>Crossing Guard</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> | <p>Gift Fund</p> | <p>17,000.00</p> |
| <p>ACTION:GOAL 4. ACTION 2. PERSONNEL TO SUPPORT DAILY OFFICE ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>Extra time for office staff to support the students and Monte Verde families</p> <p>Measures:</p> <p>Attendance records, Attendance letters, Discipline/ suspension notices, and record of students sent to the office with injuries</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Office staff Principal</p> | <p>extra office hours to support MV families LCAP 180</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>4639.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|---|---|-------------------|-----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 4. ACTION 3. TRANSLATION</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Provide translation for parents during conferences</p> <p>Measures: Observation of need</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teacher</p> <p>Translators</p> <p>Parents</p> | <p>translators</p> <p>EL Support 123</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>El Support</p> | <p>500.</p> |
| <p>ACTION:GOAL 4. ACTION 4. TECHNOLOGY MATERIALS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Technology materials (computers and printers) will be purchased or replaced in order to support our students as they prepare for the Smarter Balanced Assessment. Additional use of technology using Google platform, Think Central, and Connect Ed will enable students to build confidence using technology to answer questions and give more accessibility to students who do not have access at home.</p> <p>Measures: Observation of necessary materials</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers</p> <p>Principal</p> | <p>Computers and printers for student use</p> | <p>6000-6999: Capital Outlay</p> | <p>Gift Fund</p> | <p>9,865.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|--|--|--|---|
| | | | Description | Type | Funding Source | Amount |
| <p>ACTION:GOAL 4. ACTION 5. STUDENT CONFLICT RESOLUTION MANAGERS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Students will be trained as Conflict Resolution Managers to discuss minor conflicts during recesses.</p> <p>Measures:</p> <p>Daily notes of conflicts</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers, Student Conflict Managers</p> | <p>Substitutes for trainings and materials for conflict managers LCAP 180</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>1,200.00</p> |
| <p>ACTION:GOAL 4. ACTION 6. REPLACEMENT PLAYGROUND EQUIPMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Purchase upgraded equipment and games for recess to promote active play during recess. Purchase upgraded equipment for P.E. to increase student activity and improve California Physical Fitness scores.</p> <p>Measures:</p> <p>Teacher observation</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers</p> <p>Noon supervisors</p> <p>Principal</p> | <p>Playground equipment for recess LCAP 180</p> <p>Playground equipment Site discretionary 070</p> <p>Playground equipment Gift fund 356</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p> <p>Gift Fund</p> | <p>2,000.00</p> <p>2,000.00</p> <p>500.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|---------------------------------------|--|---|--|---------------------------------|
| | | | Description | Type | Funding Source | Amount |
| Decrease in principal referrals | | | | | | |
| <p>ACTION:GOAL 4. ACTION 7. LIBRARY BOOKS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Purchase library books to add to the Monte Verde collection</p> <p>Measures:</p> <p>observe check out rate</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Librarian/ Teachers/ Principal</p> | <p>Library Books Instructional Media 451</p> | <p>4000-4999: Books And Supplies</p> | <p>Instructional Media</p> | <p>500.00</p> |
| <p>ACTION:GOAL 4. ACTION 8. P.E. SHED</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>Build/Purchase Shed for P.E. equipment</p> <p>Measures:</p> <p>Observation of accessibility for use of P.E. equipment</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers/ Principal/ Custodian</p> | <p>P.E. shed LCAP 180</p> <p>P.E. shed Gift Fund</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>LCAP At-Risk Student Support</p> <p>Gift Fund</p> | <p>4,500.00</p> <p>1,000.00</p> |
| <p>ACTION:GOAL 4. ACTION 9. STAFF DEVELOPMENT</p> <p>Means of Achievement: Improvement of instruction</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers/ Principal</p> | <p>Professional Development LCAP 180</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>1,605.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---------------------------------------|---|---|--|---|
| | | | Description | Type | Funding Source | Amount |
| <p>strategies and materials</p> <p>Task:</p> <p>Staff Development to support the Professional Learning Community (PLC)</p> <p>Staff Development to support teaching strategies to promote learning of our targeted subgroups</p> <p>Extended teacher collaboration</p> <p>Measures:</p> <p>Teacher Observation</p> | | | <p>Professional Development Site discretionary 070</p> <p>Professional Development EL Support 123</p> <p>Professional development Gift fund</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Site Discretionary</p> <p>El Support</p> <p>Gift Fund</p> | <p>3,573.00</p> <p>2,726.00</p> <p>1,908.00</p> |
| <p>ACTION:GOAL 4. ACTION 10. ART IN ACTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Students will be presented ten art lessons throughout the year, first learning about master artists and then producing their own piece based on the masters' piece.</p> <p>Measures:</p> <p>Observation of Art in Action classes and Art Show</p> | <p>Start Date: 08/15/18 Completion Date: 05/31/19</p> | <p>Teachers and parent volunteers</p> | <p>Art in Action Licensing Gift fund</p> | <p>4000-4999: Books And Supplies</p> | <p>Gift Fund</p> | <p>4,400.00</p> |
| <p>ACTION:GOAL 4. ACTION 11. FIELD TRIPS</p> | <p>Start Date: 08/15/18 Completion Date:</p> | <p>Teachers Parents Principal</p> | <p>Field Trips LCAP 180</p> | <p>4000-4999: Books And Supplies</p> | <p>LCAP At-Risk Student Support</p> | <p>6000.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|--|--|--------------------------------------|------------------------|----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Field Trips create experiences for students outside of the classroom.</p> <p>Measures:</p> <p>Teacher observation</p> <p>Students prior knowledge</p> | 05/31/19 | | | | | |
| <p>ACTION:GOAL 4. ACTION 12. CUSTODIAL SUPPLIES</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>Custodial supplies in order to keep the campus clean.</p> <p>Extra hours for custodian for set-up for evening events</p> <p>Measures:</p> <p>observation of school cleanliness</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Custodian</p> <p>Principal</p> | <p>custodial supplies and extra hours for custodian</p> <p>Site allocation 759</p> | <p>4000-4999: Books And Supplies</p> | <p>Site Allocation</p> | <p>10,840.</p> |
| <p>ACTION:GOAL 4. ACTION 13. SUPPLIES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers</p> <p>Principal</p> <p>Clerical staff</p> | Supplies | | Site Discretionary | 26,584.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|----------------------------------|--|---|-------------------------------------|-----------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Task:</p> <p>Provide materials for student use in the classroom. Purchasing materials ensures that all students have equal access the necessary items to participate in class and complete assignments.</p> <p>Measures:</p> <p>Teacher observation</p> <p>Principal observation</p> <p>Supply room inventory</p> | | | | | | |
| <p>ACTION:GOAL 4. ACTION 14. MATERIALS TO SUPPORT STUDENT ENGAGEMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Materials to support classroom learning and student engagement</p> <p>Measures:</p> <p>Classroom Observations</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers</p> <p>Principal</p> | <p>Materials site discretionary 070</p> | <p>4000-4999: Books And Supplies</p> | <p>Site Discretionary</p> | <p>2,251.00</p> |
| <p>ACTION:GOAL 4. ACTION 15. HOURLY RATE TO SUPPORT SPECIAL EDUCATION STUDENT ASSESSMENT AND IEP MEETINGS</p> <p>Means of Achievement: Increased</p> | <p>Start Date: 08/15/18</p> <p>Completion Date: 05/31/19</p> | <p>Teachers</p> <p>Principal</p> | <p>Hourly Rate for Special Education Teachers LCAP 180</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCAP At-Risk Student Support</p> | <p>2,000.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|--|--|--------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| educational opportunity Task: Assess students for progress on goals or initial assessments Measures: IEP | | | Hourly Rate for Special Education Teachers Site discretionary 070 | 1000-1999: Certificated Personnel Salaries | Site Discretionary | 2,000.00 |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Site Discretionary | 37940. | 0.00 |
| Instructional Media | 500. | 0.00 |
| Site Allocation | 10840. | 0.00 |
| El Support | 21689. | 0.00 |
| LCAP At-Risk Student Support | 48970. | 0.00 |
| Gift Fund | 42773. | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| El Support | 21,689.00 |
| Gift Fund | 42,773.00 |
| Instructional Media | 500.00 |
| LCAP At-Risk Student Support | 48,970.00 |
| Site Allocation | 10,840.00 |
| Site Discretionary | 37,940.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| | 2,700.00 |
| 1000-1999: Certificated Personnel Salaries | 41,833.00 |
| 2000-2999: Classified Personnel Salaries | 15,639.00 |
| 4000-4999: Books And Supplies | 48,791.00 |
| 5800: Professional/Consulting Services And Operating | 17,000.00 |
| 6000-6999: Capital Outlay | 9,865.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|------------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | El Support | 9,189.00 |
| 2000-2999: Classified Personnel Salaries | El Support | 11,000.00 |
| 4000-4999: Books And Supplies | El Support | 1,500.00 |
| | Gift Fund | 2,700.00 |
| 1000-1999: Certificated Personnel Salaries | Gift Fund | 1,908.00 |
| 4000-4999: Books And Supplies | Gift Fund | 11,300.00 |
| 5800: Professional/Consulting Services | Gift Fund | 17,000.00 |
| 6000-6999: Capital Outlay | Gift Fund | 9,865.00 |
| 4000-4999: Books And Supplies | Instructional Media | 500.00 |
| | LCAP At-Risk Student Support | 300.00 |
| 1000-1999: Certificated Personnel Salaries | LCAP At-Risk Student Support | 23,631.00 |
| 2000-2999: Classified Personnel Salaries | LCAP At-Risk Student Support | 4,639.00 |
| 4000-4999: Books And Supplies | LCAP At-Risk Student Support | 20,400.00 |
| 4000-4999: Books And Supplies | Site Allocation | 10,840.00 |
| | Site Discretionary | 26,584.00 |
| 1000-1999: Certificated Personnel Salaries | Site Discretionary | 7,105.00 |
| 4000-4999: Books And Supplies | Site Discretionary | 4,251.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 20,726.00 |
| Goal 2 | 15,932.00 |
| Goal 3 | 18,463.00 |
| Goal 4 | 107,591.00 |

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Deborah Mirt | X | | | | |
| Mary Musallam | | X | | | |
| Melissa Wood-Yoshida | | X | | | |
| Greg Lim | | | | X | |
| Amanda Hastings | | X | | | |
| Erin Kelly | | | | X | |
| Laurie Zeng | | | | X | |
| Kristy Camacho | | | | X | |
| Numbers of members of each category: | 1 | 3 | 0 | 4 | 0 |

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.