

School Year: 2019-20

## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Vista del Monte Elementary
<b>Address</b>	2744 North Via Miraleste Palm Springs, CA 92262-2274
<b>County-District-School (CDS) Code</b>	33-67173-6032452
<b>Principal</b>	Blanca Luna
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/19-6/30/20
<b>Schoolsite Council (SSC) Approval Date</b>	10/17/19
<b>Local Board Approval Date</b>	11/26/19

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The mission of Vista del Monte School is to provide an environment that is safe, highly academic and to foster the social, emotional needs of our students. The entire staff at Vista del Monte is a professional learning community that exists for the purpose of providing a rigorous educational environment where all children are given the tools to reach their full potential.

## School Profile

Vista del Monte Elementary School is located in Palm Springs, California within the Palm Springs Unified School District. Vista del Monte Elementary School provides services to approximately 545 students in Transitional Kindergarten through fifth grade on a traditional school calendar. Vista del Monte Elementary provides the following special education services on site: RSP, speech and Language and a mild/moderate SDC classroom. In addition Vista del Monte has a Dual Immersion program servicing students in grades Kindergarten through third grade.

All staff members work with students and parents to set goals and to achieve them. As a Professional Learning Community, we collaborate to analyze data results, and use it to provide interventions and individualized learning plans. Students are assessed utilizing results from core curriculum, DIBELS, Lexia, Reading Plus, district benchmarks, and common grade level created assessments. Once data results are analyzed students are then grouped for instructional purpose according to their assessed performance. The Vista del Monte staff not only strives to promote academic excellence and safety but also understand the diverse cultural differences.

Vista del Monte Elementary school works cooperatively with the District Office to revise the Single Plan for Student Achievement. The school plan is developed according to specific guidelines established by the California Department of Education and Education Code. The actions and expenditures are adjusted to address the needs of the students. The school plan is updated annually by the Vista del Monte School Site Council and Leadership Team.

## 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.

Vista del Monte Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC committee. The Vista del Monte School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## 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

SSC Elections Dates and Results:

- Staff Teacher Nominations were taken on 8/8/18: Voting occurred through paper ballots the week of 8/17/18-8/20/18. Two new teachers were elected: Alyssa Nemecekova and Brenda Perez-Valenzuela. One classified member was elected Kathy Walters.

- There were no vacancies for the 2018-2019 school year as all parents were on a two year term. For our current SSC parent members the parent nomination forms were sent out on 8/21/17 and due on 8/25/17. The ballots were sent home on 8/28/17 and due on 9/1/17. Five parents

were elected: Melissa Garcia, Erica Moreno, Johnny Mena, Alejandra Abrajan, and Alejandra Reyes.

#### SSC Meeting Dates and Topics:

8/28/18- Member Training, Bylaws Responsibilities

9/27/18-Allocation of Title I Funds, Approval of SPSA Plan

10/18/18-Review of CORE Function Survey

2/28/19- Proposed 2019-2020 Budget, Review of Categorical Funded Positions, Review of 2018-2019 SPSA Goals & Expenditures along with 2018 CA Dashboard and CAASPP results

5/2/19- Discuss recommendations and approve 19/20 SPSA actions and expenditures

#### ELAC Meetings Dates and Topics concerning the SPSA:

9/26/18- ELAC Purpose, Needs Assessments, DELAC Representative, Combine ELAC and SSC committees

11/15/18- Categorical Funding, ELPAC Results

12/6/18- ELPAC Levels, Ways to support your student at home

1/31/19- Panorama Survey, ELPAC Testing Dates, Parent Engagement Calendar, and Dual Immersion Information Meeting Dates

2/21/19- SPSA Input and Review of Health Education Law

3/21/19-SPSA Goals, Proposed 2019-2020 Budget, Review of Categorical Funded Positions, SBAC Testing Dates

#### ELAC Meeting Dates and Topics:

9/26/18-ELAC Purpose

11/15/18-Categorical Funding

12/6/18-ELPAC Assessment

1/31/19-Panomara Survey

2/21/10-SPSA Input

3/21/19-SPSA Goals, Propose Budget 2019-2020

#### Site Leadership Meeting Dates and Topics concerning the SPSA:

\* Every Monthly Leadership Meeting had an agenda item focused on PLCs including short cycle assessments. The following monthly meetings included additional relevant topics:

9/24/18- SST Process, Monitoring of REPs, Every Student Succeeds, Writing,

10/15/18- Earthquake Drills and Lock Downs

11/26/18- Assessments (Short Cycle,Interim, Summative), SEL lessons, High Impact Math

12/17/18- Assessments (Dashboard Results), DIBELS, Grade level PLC survey High Impact Math, Kris Tom PD, Dual Immersion PD



1/28/19- Panorama Surveys, High Impact Math, Krist Tom PD, Suicide Prevention, PTA fundraiser

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Fund another day of mental health counseling
2. Fund additional teacher collaboration and planning time by the site School Plan for Student Achievement (SPSA)
3. Eliminate one 3.5 hour Bilingual Paraprofessional

## Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students With Disabilities, Homeless, African American and English Learner student groups. Our SWD are performing 77.5 points below our All Students group in ELA and 103.5 points below our All Students group in math. Our Homeless subgroup is 61.1 below All Students in ELA and 55.3 below All Students group in math, African American 66.4 below All Students in ELA and 63.4 below All students in math, English Language Learners 19.8 below our All Students in ELA and 31.3 below All Students group in math. Actions need to have a focus or specifically address these three groups. In goal 1 of our 19-20 plan, we addressed this inequity through the following actions:

- Our Guided Reading Support will prioritize EL, Homeless and African American students scoring in the intensive range on DIBELS. Support will also be provided during our Designated ELD instruction in order to provide more focused instruction at their emerging groups. For our SWD we will take a look at our master schedule to make sure students are not being pulled out during Designated ELD or Guided Reading.
- During professional development follow-up and collaboration time, the teachers and academic coach will have a specific focus on identifying effective strategies, in order to support SWD, African American, Homeless and EL student groups. Student progress will be monitored through grade level short cycle assessments that disaggregate the data for these two student groups.

In addition, chronic absenteeism is an identified need to be addressed. Resources have been previously allocated to address attendance; however, the strategy/action will be modified to target specifically our chronically absent students including data review and a program to support school connections within this group of students.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Suspension Rate Indicator – The suspension rate placed on the “Blue” category do to maintaining a -0.2%.

ELA Indicator – Overall, results for All Students increased by +10.1 and were placed on the yellow band with a DF3 being 14. The following subgroups made growth: EL +15.5, Socioeconomically Disadvantaged +9.5, SWD +16.2, Hispanic +11.8, English Only +5.3 and White +29.5.

## Greatest Progress

Supporting Actions: After analyzing data results our primary grade focus was on Tier II interventions to support foundation reading skills. Small group instruction was provided via Guided Reading during the school day. In addition, Designated ELD was provided throughout the school year. Reading Live was also used to support struggling readers in grades 2nd through 5th. After school interventions were provided for students in grade 3rd through 5th. The staff worked with Kris Tom to increase the rigor by developing DOK 3 & 4 questions and in Claim 1.

At the start of the 2019-2020 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall, students in grades 3rd-5th ELA results increased from the previous year by 4%.

ELA results shows 49% of students were in the met and/or exceeded standard. In addition in grades 3rd-5th results increased by 10% from the previous year. Third grade students had the highest growth in math increasing by 15% followed by 4th grade students with a 12% growth in math. The following subgroups also made growth in ELA: Hispanic +5%, English Only +9%, English Learners +2%, and Students with Disabilities by +5%.. The following subgroups also made growth in math: Hispanic +11%, White +20%, English Only +10%, English Learners +8%, and Students with Disabilities +5%

Chronic Absenteeism decreased by 4.3 putting our school at 14:3% chronic absenteeism.  
Distance from Standard (Df3) Vista del Monte increased by 10 points in ELA placing the school; at only -4 distance from standard.  
Distance from Standard (Df3) Vista del Monte increased by 18 points in Math placing the school at -12 distance from standard.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Math Indicator – Overall, results for All Students decreased -7.3 and were placed on the orange band with a DF3 being 29.6 points. The following subgroups decreased Socioeconomically Disadvantaged -9.5, SWD -19.9, Hispanic -5, Reclassified EL -16.2, English Only -19.9 and White -9.4.

Chronic Absenteeism increased from 17.9% to 18.6%

Supporting Action- Tier II interventions will continue to be implemented in an effort to decrease the achievement gap. We will continue to implement Designated ELD, ReadLive, and Guided Reading. We will provide after school interventions for students in grades 3rd-5th. The school site will continue to receive professional development on High Impact Math for teachers in grade 2nd, 3rd and 4th. Kris Tom will continue to provide professional development on gradual release, and on Claim 2 writing. Teachers will also continue to participate in Common Core standards analysis and alignment with Academic Coach. The teachers will also continue to implement the new curriculum Bridges in order to support conceptual learning of math standards. Staff will receive a one day training on Kagan engagement strategies provided by the district to ensure that all students are engaged in the learning. In addition the district and site Academic Coach will continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. Our site will also target chronic absenteeism by working with community liaison to develop a plan/program to work with chronically absent students.

At the start of the 2019-2020 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall, 5th grade math results declined from the previous year, with a 3% decline. In addition the following subgroups declined in ELA: White -7%, RFEP -10%, and Socially Economically Disadvantaged -5%. The following groups also decreased in Math: RFEP -4% and Socially Economically Disadvantaged -6%. Students that declined in these areas will be participating in SES tutoring throughout the school year. In addition funding will be allocated to allow for after school interventions for students in these subgroups.

## Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

ELA Indicator – A performance gap of -77.5 points exists between SWD student group and the school performance including all other student groups. A performance gap of approximately -19.8 points exists between our EL group and overall school performance. These results demonstrate that our SWD are three levels below our All students group and our EL are two levels below.

## Performance Gaps

Math Indicator – A performance gap of approximately -103.5 points exists between the SWD student group and the school performance including all other student groups. A performance gap of approximately -31.3 points exists between our EL group and the overall school performance. These results demonstrate that our SWD are three levels below our All students group and our EL are two levels below.

Special Education teachers will collaborate with their General Education colleagues. They will attend grade level collaboration planning meetings and provide guided reading. Designated ELD will continue to be provided for EL students. In addition, Special Education teachers will receive targeted professional development along with the general education teachers. Special Education teachers will be provided release time to plan with general education teachers on specific strategies to support SWD and EL students. Teacher will monitor SWD and EL data results from grade level short cycle assessments to identify specific strategies to meet their needs.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.0%	0.78%	1.28%	5	4	7
African American	4.9%	5.24%	3.85%	24	27	21
Asian	0.8%	1.36%	1.1%	4	7	6
Filipino	2.0%	1.55%	0.55%	10	8	3
Hispanic/Latino	80.0%	82.14%	83.12%	393	423	453
Pacific Islander	%	%	%			
White	9.2%	6.80%	7.89%	45	35	43
Multiple/No Response	0.2%	%	%	1		
Total Enrollment				491	515	545

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	102	107	120
Grade 1	101	91	97
Grade 2	67	95	95
Grade3	70	66	88
Grade 4	80	73	71
Grade 5	71	83	74
Total Enrollment	491	515	545

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	255	261	256	51.9%	50.7%	47.0%
Fluent English Proficient (FEP)	45	55	68	9.2%	10.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	34	30	26	12.6%	11.8%	10.0%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	68	90	75	66	88	75	66	88	96.2	97.1	97.8
Grade 4	84	76	66	80	76	64	80	76	64	95.2	100	97
Grade 5	72	86	70	71	84	69	71	84	69	98.6	97.7	98.6
All Grades	234	230	226	226	226	221	226	226	221	96.6	98.3	97.8

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2406.	2424.	16.00	10.61	22.73	21.33	27.27	22.73	32.00	36.36	32.95	30.67	25.76	21.59
Grade 4	2427.	2466.	2471.	12.50	14.47	20.31	18.75	38.16	31.25	21.25	22.37	21.88	47.50	25.00	26.56
Grade 5	2500.	2487.	2501.	22.54	16.67	13.04	28.17	27.38	39.13	18.31	29.76	30.43	30.99	26.19	17.39
All Grades	N/A	N/A	N/A	16.81	14.16	19.00	22.57	30.97	30.32	23.89	29.20	28.96	36.73	25.66	21.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.00	9.09	20.45	46.67	62.12	55.68	37.33	28.79	23.86
Grade 4	11.25	21.05	23.44	50.00	52.63	56.25	38.75	26.32	20.31
Grade 5	25.35	17.86	17.39	43.66	53.57	60.87	30.99	28.57	21.74
All Grades	17.26	16.37	20.36	46.90	55.75	57.47	35.84	27.88	22.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	13.64	17.05	49.33	60.61	56.82	37.33	25.76	26.14
Grade 4	11.25	10.53	18.75	43.75	72.37	59.38	45.00	17.11	21.88
Grade 5	28.17	17.86	14.49	42.25	52.38	66.67	29.58	29.76	18.84
All Grades	17.26	14.16	16.74	45.13	61.50	60.63	37.61	24.34	22.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	15.15	17.05	68.00	63.64	76.14	24.00	21.21	6.82
Grade 4	11.25	17.11	10.94	48.75	69.74	68.75	40.00	13.16	20.31
Grade 5	18.31	14.29	11.59	60.56	61.90	76.81	21.13	23.81	11.59
All Grades	12.39	15.49	13.57	58.85	65.04	74.21	28.76	19.47	12.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.00	10.61	21.59	45.33	68.18	54.55	30.67	21.21	23.86
Grade 4	16.25	18.42	28.13	48.75	63.16	51.56	35.00	18.42	20.31
Grade 5	29.58	23.81	20.29	42.25	51.19	63.77	28.17	25.00	15.94
All Grades	23.01	18.14	23.08	45.58	60.18	56.56	31.42	21.68	20.36

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	68	90	77	64	89	77	64	89	98.7	94.1	98.9
Grade 4	84	76	66	82	76	65	82	76	65	97.6	100	98.5
Grade 5	72	86	71	72	84	70	72	84	70	100	97.7	98.6
All Grades	234	230	227	231	224	224	231	224	224	98.7	97.4	98.7

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2415.	2446.	11.69	7.81	22.47	36.36	29.69	31.46	25.97	35.94	30.34	25.97	26.56	15.73
Grade 4	2442.	2458.	2465.	8.54	9.21	9.23	21.95	26.32	32.31	36.59	39.47	38.46	32.93	25.00	20.00
Grade 5	2501.	2482.	2492.	19.44	10.71	8.57	19.44	17.86	25.71	31.94	34.52	35.71	29.17	36.90	30.00
All Grades	N/A	N/A	N/A	12.99	9.38	14.29	25.97	24.11	29.91	31.60	36.61	34.38	29.44	29.91	21.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.97	29.69	43.82	45.45	39.06	34.83	28.57	31.25	21.35
Grade 4	15.85	14.47	16.92	34.15	44.74	43.08	50.00	40.79	40.00
Grade 5	29.17	14.29	17.14	29.17	45.24	45.71	41.67	40.48	37.14
All Grades	23.38	18.75	27.68	36.36	43.30	40.63	40.26	37.95	31.70

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	14.06	25.84	57.14	43.75	43.82	24.68	42.19	30.34
Grade 4	14.63	15.79	20.00	43.90	51.32	52.31	41.46	32.89	27.69
Grade 5	19.44	13.10	10.00	34.72	40.48	48.57	45.83	46.43	41.43
All Grades	17.32	14.29	19.20	45.45	45.09	47.77	37.23	40.63	33.04



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.88	14.06	24.72	51.95	56.25	61.80	31.17	29.69	13.48
Grade 4	14.63	17.11	18.46	45.12	60.53	58.46	40.24	22.37	23.08
Grade 5	20.83	9.52	11.43	40.28	51.19	61.43	38.89	39.29	27.14
All Grades	17.32	13.39	18.75	45.89	55.80	60.71	36.80	30.80	20.54

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1416.7		1427.7		1390.7		54	
Grade 1	1456.5		1457.6		1454.9		46	
Grade 2	1486.0		1483.0		1488.7		45	
Grade 3	1487.3		1473.9		1500.3		28	
Grade 4	1494.5		1480.1		1508.4		32	
Grade 5	1527.4		1514.8		1539.5		29	
All Grades							234	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		27.78		44.44		*		54	
1	45.65		26.09		*		*		46	
2	42.22		55.56				*		45	
3	*		46.43		*		*		28	
4	*		50.00		*		*		32	
5	*		51.72		*		*		29	
All Grades	27.78		41.03		20.94		10.26		234	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.07		42.59		24.07		*		54	
1	58.70		*		*		*		46	
2	57.78		37.78		*		*		45	
3	*		39.29		39.29		*		28	
4	*		43.75		*		*		32	
5	51.72		*		*		*		29	
All Grades	39.32		35.04		16.67		8.97		234	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		59.26		*		54	
1	26.09		34.78		*		28.26		46	
2	26.67		40.00		24.44		*		45	
3	*		*		42.86		*		28	
4	*		37.50		*		*		32	
5	*		41.38		*		*		29	
All Grades	17.95		32.48		32.48		17.09		234	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.85		38.89		*		54	
1	65.22		*		*		46	
2	66.67		33.33				45	
3	*		53.57		*		28	
4	34.38		53.13		*		32	
5	55.17		41.38		*		29	
All Grades	52.56		38.46		8.97		234	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		66.67		*		54	
1	45.65		45.65		*		46	
2	60.00		37.78		*		45	
3	*		64.29		*		28	
4	*		53.13		*		32	
5	58.62		*		*		29	
All Grades	38.03		50.00		11.97		234	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		68.52		20.37		54	
1	45.65		28.26		26.09		46	
2	42.22		42.22		*		45	
3			64.29		*		28	
4	*		68.75		*		32	
5	*		68.97		*		29	
All Grades	23.08		55.13		21.79		234	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.48		50.00		*		54	
1	23.91		52.17		23.91		46	
2	26.67		68.89		*		45	
3	*		53.57		*		28	
4	34.38		46.88		*		32	
5	48.28		44.83		*		29	
All Grades	31.62		53.42		14.96		234	

# 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
515	93.4%	50.7%	1.2%
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.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	261	50.7%
Foster Youth	6	1.2%
Homeless	40	7.8%
Socioeconomically Disadvantaged	481	93.4%
Students with Disabilities	40	7.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	5.2%
American Indian	4	0.8%
Asian	7	1.4%
Filipino	8	1.6%
Hispanic	423	82.1%
Two or More Races	11	2.1%
White	35	6.8%



# 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
234	27.8%	41%	20.9%	10.3%



# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

Vista del Monte will increase their instructional rigor through collaborative planning and professional development via Tier 1 instruction. In addition Vista del Monte staff will provide academic interventions to struggling students in both reading and math.

All students including Dual Immersion students will have access to standards-aligned materials and additional instructional materials as needed.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change)  All Students (ALL) Low(-13.3)- Increased- Yellow +10.1 English Learners (EL) Low(-19.8)- Increased Sig. -Yellow +15.5 Hispanic (Hisp) Low(-15.5)-Increased Sig - Yellow +11.8 African American (AA) Low Socioeconomically Disadvantaged (SED) Low(-14.6)-Increased-Yellow +9.5 Students with Disabilities (SWD) Very Low-Increased Sig. -+16.2
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)  All Students (ALL) Low(-29.6)- Decreased-Orange -7.3 English Learners (EL) Low(-31.3)- Maintained-Orange Hispanic (Hisp) Low(-28.7)- Decreased-Orange -0.7 African American (AA) Low N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Socioeconomically Disadvantaged (SED) Low (-30)-Decreased-Orange - 9.5</p> <p>Students with Disabilities (SWD) Very Low-Decreased Significantly- 19.9</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results:</p> <p>Well Developed Level 4 - 27.8%</p> <p>Moderately Developed 3 - 41%</p> <p>Somewhat Developed 2 - 20.9%</p> <p>Beginning Stage 1 - 10.3%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p> <p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)</p> <p>English Learners (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p> <p>Students with Disabilities (SWD)</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p> <p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.8%</p> <p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL) - ELA - 38% met or exceeded standard</p> <p>All Students (ALL) - Math - 37% met or exceeded standard</p>

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 59% met or exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 8/20/18 100% compliant

## Strategies/Activities for Goal 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Common Core Professional Development & Planning. Staff will have release days for collaboration planning around the implementing rigorous common core instruction and literacy.	Grades 1st and 2nd were provided one full day with Kris Tom. Grades 3rd, 4th and 5th were provided two full days with Kris Tom. The training was focused on gradual release model using Common Core ELA rigorous questioning and engagement.	Substitutes pay for Professional Development and Collaboration planning.  5700-5799: Transfers Of Direct Costs Title I 8,000	Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs Title I 5,672
Professional development will include planning for effective instructional strategies, questioning, engagement, practices targeting specific subgroups (i.e English Language Learners, Special Education, Socioeconomically Disadvantaged, Gifted etc.)	Grades 2nd and 3rd were provided 3 full days of High Impact Training.  Teacher in the Dual Immersion Program received 2 full days with Linda Hardman-Greene. The trainings were focused on assessments and ELD.  In addition teachers were provided release tie to plan with their teams based upon requests.	Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs LCFF 5,969	Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs LCFF 1,640
Teachers will meet in Professional Learning Community data teams to analyze multiple assessment results to	Teachers met regularly throughout the school year to plan, analyze data results and create short cycle assessments.	No additional cost to the school site.  0	No additional Cost to the school site.  0



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>identify, address and monitor all students academic needs. Teachers will collaborate and to review/analyze formative and summative assessments to help guide their instruction and create additional opportunities to support at risk students.</p>			
<p>Teachers will use online programs daily to support instruction of CCSS, NGSS and ELD standards for TK-5 grade.</p>	<p>Teachers regularly used programs such as Lexia, Reading Plus, Dream Box, Accelerated Reader, Reading A-Z, and Istation.</p>	<p>Online Licenses: Accelerated Reader. 5000-5999: Services And Other Operating Expenditures Title I 10,632</p>	<p>Online Licenses: Accelerated Reader. 5000-5999: Services And Other Operating Expenditures Title I 15,475</p>
		<p>Online Licenses: Site based money allocated as supplemental to purchase extra Read Naturally licenses for struggling students. 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p>	<p>Online Licenses: Site based money allocated as supplemental to purchase extra Read Naturally licenses for struggling students. 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p>
<p>The Academic Coach will work with teachers during and outside of the instructional day to provide support to the classroom teachers and instructional support staff. The Academic Coach will collaborate with teachers and will observe, provide feedback, model lessons and provide professional development. Areas of focus will include but not limited to ELA, ELD, Writing, NGSS, Mathematics, Project Based Learning etc.</p>	<p>The Academic Coach provided Designated ELD instruction to two groups 2nd grade Bridging and 4th grade Bridging. In addition she supported our new teachers in the Dual Immersion Program by supporting them with planning and/or modeling lesson. She was also provided trainings on writing by supporting staff on how to develop writing frames for the various level in ELD (i.e. emerging, expanding, and bridging.) She also participated in grade level meetings to support staff on planning on all subject matter.</p>	<p>Academic Coach Salary &amp; Benefits 1000-1999: Certificated Personnel Salaries Title I 42,865</p>	<p>Academic Coach Salary &amp; Benefits 1000-1999: Certificated Personnel Salaries Title I 42,865</p>
		<p>Academic Coach Salary &amp; Benefits 1000-1999: Certificated Personnel Salaries LCFF 71,441</p>	<p>Academic Coach Salary &amp; Benefits 1000-1999: Certificated Personnel Salaries LCFF 71,441</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Academic Coach, paraprofessionals and teachers will implement Tier 2 interventions (i.e. Read Naturally Live, pull-out interventions for reading, writing and/or math) during the day to address the academic needs of the students. Academic Coach and staff will plan and provide 45-50 minute block of time for Designated ELD. During this block of time students will be provided instruction at their ability level (i.e. Emerging, Expanding & Bridging).			
Paraprofessionals will support teachers to continue with the implementation of Tier 2 interventions (i.e. Read Naturally Live, pull-out interventions for reading and/or math) during the day to address the academic needs of the students. They will also provide support during our 45-50 minute block of time for Designated ELD.	Our Bilingual Paraprofessional left to another job about a month into starting school. Did not find a suitable candidate to take her place so we did not fill the position. However, we continue to use our Project 1 Paraprofessional to support our Kindergarten classes as well as provided support in 1st and 2nd grade during Designated ELD.	Paraprofessional Bilingual Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 12,556  Paraprofessional-Projects Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 24,705  2000-2999: Classified Personnel Salaries LCFF 37,064	Paraprofessional Bilingual Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 1,274  Paraprofessional-Projects Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 24,705  2000-2999: Classified Personnel Salaries LCFF 37,064
Students will participate in enrichment opportunities offered by the community and school district including but not limited to Fieldtrips, 5th Grade McCallum Project, Tools for Tomorrow, Chess Club & Swimming lessons.	All students participated in various fieldtrips throughout the school year. Our fifth grade students participated once again in the McCallum Project by having the students attend a McCallum field trip. In addition our third grade students participated in the Club & Swim lesson	No additional cost to the school site. The school parent group (PTG) assists with field trip funding.  0	No additional cost to the school site. The school parent group (PTG) assists with field trip funding.  0

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	provided by the Boys & Girls Club of Palm Springs. We also, had over 40 students participate in the Tools for Tomorrow in both the Fall and Spring.		
Schedule and conduct interventions before/after school for students scoring near standard and below standard on the district and/or school's reading and math assessments.	After school interventions were provided for students in grades 3rd through 5th using CAASP ELA and Math data results. The intervention program provided by the district was used for the after school intervention.	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF 6,000	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF 1,274
		1000-1999: Certificated Personnel Salaries Title I 6,000	1000-1999: Certificated Personnel Salaries Title I 0
Supplemental Instructional technology supplies (including but not limited to: headphones/earbuds, technology devices, laptops printers etc.)	Toners, 3 printers, 2 Macbook batteries, 200 headsets, 3 Elmos and one new teacher laptop were purchased as needed throughout the school year.	Technology Supplies 4000-4999: Books And Supplies Title I 9,588	Technology Supplies 4000-4999: Books And Supplies Title I 8,624
		4000-4999: Books And Supplies LCFF 4,000	4000-4999: Books And Supplies LCFF 241
Supplemental Instructional Materials and Supplies	Chapter books for grade 4th and 5th, News articles for 2nd grade students were purchased as requested by staff members throughout the school year.	Use of manipulatives and other supplemental materials (books) to support learning during CCSS, NGSS, ELD standards based instruction.	Use of manipulatives and other supplemental materials (books) to support learning during CCSS, NGSS, ELD standards based instruction.
		4000-4999: Books And Supplies Title I 7,461	4000-4999: Books And Supplies Title I 3,594
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 240
Travel/Conferences	Staff did not participate on any conferences for the	Staff will be given an opportunity to attend	Staff will be given an opportunity to attend

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	2018-2019 school year. The opportunity was offered but teachers did not show interest in traveling to any conferences.	conference to support their instruction. Example of conferences CABE, CUI conference, math etc. 5000-5999: Services And Other Operating Expenditures Title I 8,000	conference to support their instruction. Example of conferences CABE, CUI conference, math etc. 5000-5999: Services And Other Operating Expenditures Title I 0

## Analysis

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

All certificated staff members received professional development both within their PLC's and released during the day. The professional development was designed to support teacher on ELA, Math, Science Common Core standards. The on site Academic Coach provided support on assessment, Designated ELD lesson planning. In addition she worked with 25-30 students in second and fourth grade providing Designated ELD instruction throughout the school year. The district Literacy TOSA provided support/training on the implementation of guided reading implementation to help students target differentiated instruction during guided reading.

As a staff each grade level implemented 60 minutes of daily guided reading as recommended by the district's instructional map. During guided reading teachers provided reading intervention support to students that scored in the intensive band on the DIBELS assessment. Our staff also used Read Naturally Live, Lexia, Reading Plus and Accelerated Reader were used by students during our guided reading block. In addition our site implemented 45 minutes of Designated ELD four days a week to all students Transitional Kindergarten through fifth grade in order to provide more targeted instruction to EL students.

We provided three sessions of after-school tutoring to students who scored not met on the SBAC assessment in grades 3rd-5th. We used funds from the SES to support our students in both ELA and Math. In addition our site had available funds to provide after-school interventions to students in other grades.

The 2017-18 Core Growth Model data shows that our school is progressing at a rate higher than projected. The ELA strategies along with implementation of our Designated ELD has contributed to VdM's improved ELA performance on the CA dashboard moving us to the "Yellow" category with a +10.1 increase on CAASP from 2016-2017 to 2017-2018. All groups in ELA increased with the exception of students with disabilities and African Americans who decreased. In the area of mathematics, all groups decreased between 9-20 points and achievement gaps continue to exist with our English Learners, African American and students with disabilities groups. Actions will continue to be established to focus on our English Language Learners, African American and students with disabilities.

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

The salaries budgeted for after school interventions were less than anticipated due to the fact that staff salaries were covered by the SES Tutoring funds. In addition we had one vacant position for a Bilingual Paraprofessional that was funded for the 2018-2019 school year. The funded positions for Academic Coach and Project I Paraprofessional were funded appropriately. Supplemental instructional materials were less than anticipated but funds were transferred to purchase technologies supplies and online licenses such as Accelerated Reader, Read Naturally Live and Reading Plus.

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.

Due to Vista del Monte's growth in ELA in the last couple of years we will be eliminating a 3.5 Bilingual Paraprofessional for the 2019-2020 school year. The funds will be used to continue purchasing online licenses, professional development and additional day of counseling. Professional development will focus on closing the achievement gap of our English Language Learner, students with disabilities and African American groups. We will also maintain the professional

development that was in place for the 2018-19 school year such as High Impact Math and ELA. We will provide additional collaboration for planning for all grade levels and to create short cycle assessments based on data analysis. We will continue to fund our site Academic Coach to provide instruction to second and third grade students during Designated ELD. The Academic Coach will also continue to support teachers with lesson design and modeling. Our Project 1 Paraprofessional will also be funded in order to provide support to our Kindergarten students and our first grade students during Designated ELD.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

Vista del Monte Elementary will provide opportunities for community and families to build a partnership with the school resulting in an increase of student daily attendance to 95% and an increase in the student academic proficiency rates as stated in Goal #1.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates All Students (ALL) - VdM obtained an overall daily attendance rate of 94.28% which is a decrease 0.9% from 2016-2017.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (18.6%) increase by 0.7% English Learner (EL) Orange (13.8%) increase by 1.5% Hispanic (Hisp) Orange (17%) increase by 0.8% African American (AA) Orange (26.7%) declined by 0.6% Socioeconomically Disadvantaged (SED) Orange 19.7% increase by 1.4% Students with Disabilities (SWD) Yellow (19.2%) declined by 2.4%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 97% Hispanic (Hisp) favorable 97% African American (AA) favorable 93%  Student School Connectedness via Panorama Climate Survey All Students: 76%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Bilingual Attendance Clerk /Community Liaison will communicate with parents the importance of	Our District Community Liaison worked with families who are chronically absent. We	No additional cost to school site.	No additional cost to school site.

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
students' presence in school on time, and every day. In addition to the attendance caller, the Community Liaison will make phone calls to the parents of students who are absent, inquiring as to the nature of the absence and encouraging the students to return to school as soon as possible.	held SART and SARB meetings on a regular basis. Our community liaison made home visits in an effort to educate and keep track of students who were chronically absent throughout the school year.	0	0
Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Our annual Tittle I meeting was held in August 2018, a total of 5 ELAC meetings were held during the school year, SST meetings were held once a month, SART meetings were scheduled by the Community Liaison and a total of 5 SSC meetings were held throughout the school year.	Translation will be provided for parents parent meetings/trainings. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,307  Provide babysitting for parent meeting/trainings in the evening 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 273	Translation will be provided for parents parent meetings/trainings. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0  Provide babysitting for parent meeting/trainings in the evening 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
Student Achievement & Recognition Vista del Monte School will continue our monthly attendance incentive program at Awards Assemblies, and will also continue our end-of-year pizza party for students with year-long perfect attendance.	Vista del Monte held month awards assemblies and provided students with certificates. Students who had perfect attendance were given a pin for every month they had perfect attendance. One class per grade level was recognized each month for having the highest attendance percent. They were recognized at each assembly and given a class certificate.	No additional cost to school site's categorical funding.  0	No additional cost to school site's categorical funding.  0
Parent Education- Conduct educational workshops for parents	The scheduled Parent Education nights were not able to take place due to	No additional cost to the school. Teachers and	No additional cost to the school. Teachers and

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
with the help of our Counselor. Workshops will be on topics such as homework, Bullying, Reading, Math etc.	our counselor leaving due to health issues.	administrator will coordinate parent training night(s)  0	administrator will coordinate parent training night(s)  0
Community Events: Vista del Monte will work collaboratively with our new Parent Teacher Association (PTA) group to plan fundraisers and activities for the 2018-2019 school year.	Vista del Monte PTA organized various events throughout the school year to encourage school connectedness. Some of the events organized this year were Dia de los Muertos, Science Night, Father/Daughter Dance, Teacher McNight, Jog-A-Thon, Movie Nights etc.	No additional cost to site's categorical funding.  0	No additional cost to site's categorical funding.  0
Parent School Communication	A monthly parent newsletter was sent out to parents on a monthly basis. The newsletter provides our community members with various suggestions/recommendations on different topics such as behavior strategies, homework, healthy options of a healthier life style etc.	Monthly Newsletter (Parent Connect) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 350	Monthly Newsletter (Parent Connect) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 729
Recess Playworks Community Night	We were not able to organize this event for the 2018-2019 school year. PTA events took priority over this particular event.	VdM will hold a Recess Playworks Night inviting the community to participate on Game On school games. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 420	VdM will hold a Recess Playworks Night inviting the community to participate on Game On school games. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0

## Analysis

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

At Vista del Monte our attendance continues to be an issue. We have been at an average of 94% overall attendance rate therefore we did not meet our goal of 96% attendance rate. Our chronic absentee rates remain extremely high for all groups. African American's have the highest rate of absenteeism followed by our Socioeconomically Disadvantaged group. Our community Liaison facilitated SART meeting along with the administrator. She made attendance calls and home visits as well during the school year. However, due to her being at two different sites it was very difficult to keep up with the number of families she needed to visit. It was also a transitional year for our site as our community liaison was new this year so she is still establishing relationships with our community members.

We had our Back to School Night, Parent Conferences, SST's were held throughout the school year. Attendance for these events was of an average of 50-60% which is higher than what we have had in the past. In the fall we also had a parent educational opportunity as we offered "The Seven Habits of Highly Successful Parents" starting on September 19, 2018 and ending on November 14, 2018.

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

Title I parent participation funds were budgeted for 2018-2019 school year; however funds for translating and babysitting were not used. Most of the translating needed was done within the Paraprofessional's work day. Parent educational nights were not done due to the counselor not being available to do the trainings as scheduled. The only funds that were used were for our monthly newsletter sent to parents.

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.

Specific actions must be written to target chronic absenteeism since all groups increased. Community aide and staff will meet to discuss and develop a plan to address chronic absenteeism. Funding for babysitting will be used at Back to School Night to provide supervision out on the playground for Vista del Monte students.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Vista del Monte will provide a positive, safe, clean and healthy environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<b>Suspension Rates:</b> All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color(%) - Status - Level - Change)            All Students (ALL) Blue (0%)            English Learner (EL) Blue (0%) declined by 0.7%            Hispanic (Hisp) Blue (0.4%) maintained 0%            African American (AA) Blue (0%) maintained 0%            Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2%            Students with Disabilities (SWD) Blue (0%) maintained 0%</p>
<b>Expulsion Rates</b> All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p><b>Expulsion Rate Targets</b>            ALL: maintain under 0.5%            EL: maintain under 0.5%            Hisp: maintain under 0.5%            AA: decline to under 0.5%            SED: maintain under 0.5%            SWD: decline to under 0.5%</p>	<p><b>Expulsion Rates</b>            All Students (ALL) 0%            English Learner (EL) 0%            Hispanic (Hisp) 0%            African American (AA) 0%            Socioeconomically Disadvantaged (SED) 0%            Students with Disabilities (SWD) 0%</p>
<b>Panorama Survey - School Connectedness</b> All students EL AA Hisp SED	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p><b>Panorama Survey - School Connectedness</b>            All students: 76%            Hisp: 76%</p>
<b>Panorama Survey - School Safety</b> All students: EL	<p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p><b>Panorama Survey - School Safety</b>            All students: 76%            Hisp: 77%</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hisp SED		
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100% Compliance

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Physical and Mental Health Education	Our counselor was contracted to provide one extra day of counseling besides the one day that the district paid for our site. Our contracted counselor had a full case load of about 30 students. She provided group sessions as well as individual counseling to students based on need. The counselor worked with students who demonstrated aggression, depression, bullying, low self-esteem etc.	An additional day for a counselor will be paid from August to June. 5000-5999: Services And Other Operating Expenditures LCFF 15,072.38	An additional day for a counselor will be paid from August to June. 5000-5999: Services And Other Operating Expenditures LCFF 14,700
Playworks Recess Program: VdM implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion.	Two hours was provided to the recess coach to ensure that she was available for all recesses and class games time. The goal is to have A playworks coach that can effectively implement our Playworks Program.	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year. 2000-2999: Classified Personnel Salaries LCFF 8,098.62	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year. 2000-2999: Classified Personnel Salaries LCFF 4,975
Bully Free Environment: VdM will implement Second Step Bullying Prevention Units.	All grades received training in HERO program, Second Step Bullying. In addition 4th grade students received Substance Abuse curriculum and 5th grade students received Suicide Prevention lessons. All students also received Cyber Bullying lessons.	No additional cost to categorical funds.  0	No additional cost to categorical funds.  0

## Analysis

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

All students received the social emotional lessons such as H.E.R.O, Second Step Bullying, Substance Abuse etc. However, the effectiveness of the mental health curriculum is still unknown as it is the first year of implementation. In addition to the social emotional curriculum our school provided counseling/mental health two days a week. Our counselor carried a full case load for the first two trimesters of the school year. However, for the third trimester we were not able to provide services consistently due the counselor taking a leave of absence. In addition our recess coach and supervision aides staff were utilized to continue our implementation of the Playworks program during all recesses including lunch recess. The continual implementation of Playworks has helped our students behaviors decrease out on the playground. Our suspension rate has down to 0.7% down form the 2017/2018 to 0% as of April 12th 2018/2019.

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

All actions were funded and used as intended. There was one discrepancy with the two hour salary for our Playworks coach due to her being on maternity leave at the start of the year. Therefore, the budget looks as we did not use all of the \$8,000 dollars allocated to her salary.

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.

An additional day for mental health counseling will be funded due to the high number of referrals by families and/or staff. In addition we will continue to fund two hours for our Playworks coach to continue implementation of our Playworks program.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Vista del Monete will increase academic achievement to all students through Tier I best first instruction and interventions.

All students including Dual Immersion students will have access to standards-aligned materials and additional instructional materials as needed.

### LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

### Identified Need

1. Overall ELA still remains -4 points below standards and in Math we remain -12 points below standard indicating a need to improve our core instruction and continue to provide targeted interventions.
2. Overall in ELA our SWD -81 below standard indicating a largest comparison to the All Student group. Our English Learners group which is -49 points below standard, The same applies for Math where our SWD group is -68 points below standard and English Learners group is -41points below standard.
3. CORE Growth data indicates that we are advancing in ELA in comparison to similar schools which means that our previous actions have been effective. In addition, CORE Growth data indicates that we are also making growth in math. In math we increased by 18 points so the actions that we put in place is support our students in math.
4. Since this is our first year for the ELPI indicator Vista del Monte goals are considered baseline.
5. Current reclassification rate for Vista del Monte is 11. 8% compared to Riverside County's 13.6% rate.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change)  All Students (ALL) Low (-13.3)- Increased- Yellow +10.1 English Learners (EL) Low (-19.8 )- Increased Sig. -Yellow +15.5 Hispanic (Hisp) Low (-15.5) - Increased Sig - Yellow +11.8 African American (AA) Low Socioeconomically Disadvantaged (SED) Low(-14.6)-Increased-Yellow +9.5	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change)  All Students (ALL) -3.3 increase by +10 maintain yellow English Learners (EL) -9.8 increase +10 increase yellow Hispanic (Hisp) -5.5 increase high African American (AA) Socioeconomically Disadvantaged (SED) +10 Students with Disabilities (SWD) +10



<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
	Students with Disabilities (SWD) Very Low-Increased Sig. -+16.2	
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)  All Students (ALL) Low (-29.6) Decreased-Orange -7.3 English Learners (EL) Low (-31.3)- Maintained-Orange Hispanic (Hisp) Low (-28.7)- Decreased-Orange -0.7 African American (AA) Low N/A Socioeconomically Disadvantaged (SED) Low (-30) Decreased-Orange - 9.5 Students with Disabilities (SWD) Very Low-Decreased Significantly- 19.9	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)  All Students (ALL) +10 English Learners (EL) +10 Hispanic (Hisp) +10 African American (AA) Socioeconomically Disadvantaged (SED) +10 Students with Disabilities (SWD) +10
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed Level 4 - 27.8% Moderately Developed 3 - 41% Somewhat Developed 2 - 20.9% Beginning Stage 1 - 10.3%	California School Dashboard - English Learner Progress Indicator (ELPI) Well Developed Level 4 - 27.8% Moderately Developed 3 - 41% Somewhat Developed 2 - 20.9% Beginning Stage 1 - 10.3%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.8%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate- Increase 12.8%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 38% met or exceeded standard All Students (ALL) - Math - 37% met or exceeded standard English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 42% met or exceeded standards All Students (ALL) Math - 41% met or exceeded Standards English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 59% met or exceeded	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 63% met or exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 8/20/18 100% compliant	Williams Textbook/Materials Compliance 100% Compliance

## Planned Strategies/Activities

### Strategy/Activity 1

Professional Development & Planning: The district will provide 9 days of High Impact Math Training, 8 days of ELA Common Core/Writing Training, and 1 day of Kagan Cooperative Learning for all teachers. In addition each grade level will be provided with follow-up release time and additional collaboration to design lessons, engagement strategies and build short cycle assessments with a specific focus on SWD and EL students groups. The district and site academic coach will help facilitate the release time. Additional staff will have the opportunity to attend PD via workshops/conferences to increase their knowledge of effective instructional strategies in the different content areas.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

District TOSAS, Administration, Consultant, Teachers and Academic Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.
<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs

<b>Description</b>	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.
<b>Amount</b>	6,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day.
<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day.

## Strategy/Activity 2

Students will participate in enrichment opportunities offered by the community and school district including but not limited to Fieldtrip, 5th Grade McCallum Project, Tools for Tomorrow, Chess, Club & Swimming lessons, 3rd grade art classes, ASES Program, and Steinway assemblies.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Description</b>	No additional cost to school site. Our PTA assist with field trip funding and in addition the district's grant and sites' general fund provide resources for enrichment opportunities.

## Strategy/Activity 3

Teachers will use online programs daily to support Tier I instruction in grades TK-5 grade.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Academic Coach, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,632
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Online Licenses
<b>Amount</b>	12,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Online Licenses

### Strategy/Activity 4

The Academic Coach will work with teachers during and outside of the instructional day to provide support to the classroom teachers and instructional support staff. The Academic Coach will collaborate with teachers and will observe, provide feedback, model lessons and provide professional development. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics. The site academic coach will implement a 45 minute block of time for Designated ELD. During this block of time students will be provided instruction at their ability level (i.e. Emerging, Expanding & Bridging) to students in second and third grade.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Academic Coach and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	44,656
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Academic Coach Salary & Benefits
<b>Amount</b>	74,427
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Academic Coach Salary & Benefits

### Strategy/Activity 5

Paraprofessional will provide Kindergarten teachers a minimum of two hours support in the classroom. In addition she will provide support during the guided reading block to students in first grade.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30-2020

### Person(s) Responsible

Administration, Academic Coach, Teachers and Paraprofessional

### Proposed Expenditures for this Strategy/Activity

Amount 38,921

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description Paraprofessional-Projects Salary and Benefits

Amount 25,946

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Paraprofessional-Projects Salary and Benefits

### Strategy/Activity 6

Before and after school tutoring will be provided for at-risk students based on SBAC results for students 3rd-5th provided by district's SES. In addition we will use DIBEL, common assessment and/or benchmark results to select students for our before/after school interventions.

### Students to be Served by this Strategy/Activity

☒ Specific Student Groups:  
Students scoring below standard on state testing, common assessments and DIBELS in grade 3rd, 4th and 5th.

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Teachers, Supplemental Services Department

### Proposed Expenditures for this Strategy/Activity

Amount 1500

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Salaries and Benefits for extra duty to provide before/after school interventions for students.

Amount 1,000

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries and Benefits for extra duty to provide before/after school interventions for students.

## Strategy/Activity 7

Supplemental instructional and technology supplies and equipment including but not limited to student headphones, teacher devices, document cameras, classroom printers and insurance, Chromebook and/or iPad replacements for students etc.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6310
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Classroom printers, document cameras, student headphones, device insurance, student Chromebook and/or iPad replacements.
<b>Amount</b>	8,557
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Classroom printers, document cameras, student headphones, device insurance, student Chromebook and/or iPad replacements.

## Strategy/Activity 8

Travel/Conferences: Staff will attend workshops/conferences to support their Tier I instruction in the classroom.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Teachersw

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4368
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Science Tier I instruction.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Vista del Monte Elementary will provide opportunities for community and families to build a partnership with the school resulting in an increase of student daily attendance to 96%, decrease in chronic absentee rates and increase in the student academic proficiency rates as stated in Goal #1.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

### Identified Need

1. Our chronically absent rate for the 2018-2019 was 14.3% as a site there is still a need to continue to decrease this rate.
2. Our daily average attendance is 94.11% as a site we need to improve our daily attendance to reach the goal of 96%
3. Panorama reports demonstrate a 76% school connectedness our goal is to increase the percentage to 85%

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - VdM obtained an overall daily attendance rate of 94.28% which is a decrease 0.9% from 2016-2017.	Student Attendance Rates All Students (ALL) -VdM will obtain an overall daily attendance rate of 96%.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (18.6%) increase by 0.7% English Learner (EL) Orange (13.8%) increase by 1.5% Hispanic (Hisp) Orange (17%) increase by 0.8% African American (AA) Orange (26.7%) declined by 0.6% Socioeconomically Disadvantaged (SED) Orange 19.7% increase by 1.4% Students with Disabilities (SWD) Yellow (19.2%) declined by 2.4%	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange (18.6%) will decline by +0.5% English Learner (EL) Orange (13.8%) will decline by +0.5% Hispanic (Hisp) Orange (17%) will decline by +0.5% African American (AA) Orange (26.7%) will decline by +0.5% Socioeconomically Disadvantaged (SED) Orange (19.7%) will decline by +0.5% Students with Disabilities (SWD) Yellow (19.2%) decline by +0.5%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) Favorable 97% Elementary School Students (ES) 97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 97% Elementary School Students (ES) 97%



Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

## Planned Strategies/Activities

### Strategy/Activity 1

Community Liaison will communicate with parents the importance of students' presence in school on time, and every day. In addition the Community Liaison will support the site on promoting parent involvement. She will support site administration in collecting data to target/minimize our chronic absenteeism rate. She will work with administrator to develop a system in which to reach out and support our chronically absent students.

#### Students to be Served by this Strategy/Activity

- ☒ Low Income
- ☒ Specific Student Groups:  
Chronically Absent

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Administration, Community Liaison

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No additional cost to the site's categorical budget.

### Strategy/Activity 2

Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.

#### Students to be Served by this Strategy/Activity

- ☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Administration, Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	0
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**Description**

No additional cost to the site's categorical budget.

**Strategy/Activity 3**

Parent Education-Conduct educational workshops for parents with the help of our Counselor. Workshops will be on topics such as homework, Reading, Math, NGSS etc.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Administration, Staff, PTA

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty salaries for staff to provide evening educational workshops for community members.
<b>Amount</b>	250
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide Supervision for students during evening parent workshops
<b>Amount</b>	150.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty salaries for staff to provide babysitting
<b>Amount</b>	654
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide Translation for meeting and/or written notices.
<b>Amount</b>	350
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Monthly Parent Connect Newsletter
<b>Amount</b>	1,500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty salaries for staff to provide evening educational workshops for community members.

#### Strategy/Activity 4

Community Events: Vista del Monte will continue to work collaboratively with our new Parent Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2019-2020 school year.

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

PTA Group, Staff, Administration and Community Members

#### Proposed Expenditures for this Strategy/Activity

Amount 0

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Vista del Monte will provide a positive, safe, clean and healthy environment.

### LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

1. Our suspension rate falls in the blue status so there is a need to maintain this low rate.
2. Our Panorama results indicate a 3% decrease in school connectedness. When analyzing the specific questions it was noted that the area of greatest need was for Do you feel close to people at school? This question had a 58% favorable response with a 15% decrease from the previous Panorama results.
3. In 2018-2019, students' favorable responses to feeling safe at school increased by 13% to 76% overall. There is a need to continue to improve this area specifically focusing on peer relationships based on the individual question responses.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Blue (0%) English Learner (EL) Blue (0%) declined by 0.7% Hispanic (Hisp) Blue (0.4%) maintained 0% African American (AA) Blue (0%) maintained 0% Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2% Students with Disabilities (SWD) Blue (0%) maintained 0%	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Blue (0%) English Learner (EL) Blue (0%) declined by 0.7% Hispanic (Hisp) Blue (0.4%) maintained 0% African American (AA) Blue (0%) maintained 0% Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2% Students with Disabilities (SWD) Blue (0%) maintained 0%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey - School Connectedness	Panorama Survey - School Connectedness	Panorama Survey - School Connectedness

Metric/Indicator	Baseline	Expected Outcome
All students EL AA Hisp SED	All students (ALL) Favorable 76% Elementary School Students (ES) Favorable 76%	All students (ALL) Favorable 76% Elementary School Students (ES) Favorable 76%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety All students: 76% Elementary School Students (ES) Favorable 76%	Panorama Survey - School Safety All students: 76% Elementary School Students (ES) Favorable 76%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100% Compliance	Williams Facilities Inspection Results 100% compliance

## Planned Strategies/Activities

### Strategy/Activity 1

Physical and Mental Health Education

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Red Ribbon Week Committee Administration, JFS Counselor, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount 15,000

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description An additional day for a counselor will be paid from August to June. The school counselor will emphasize social emotional support systems in an effort to address multicultural/diversity matters. The counselor and staff will identify students need, resolve students issues and problems. In addition the counselor will support teacher in creating behavior support plans based on student observations.

### Strategy/Activity 2

Playworks Recess Program:

VdM implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion.

#### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

### Proposed Expenditures for this Strategy/Activity

Amount	8,792
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year.

### Strategy/Activity 3

In order to support Vista del Monte in implementing a Tier I and Tier 2 intervention in the classroom.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff will have the opportunity to attend conferences related to Tier I behavior interventions (i.e. Restorative Practices, Responsive classroom and Tier 2 zones of regulation training.)

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development)				
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*



# Budget Summary and Consolidation

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	\$119,063
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,013.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	116,659	0.00
Title I Part A: Parent Involvement	2,404	0.00
LCFF	162,950	0.00

## 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	\$116,659.00
Title I Part A: Parent Involvement	\$2,404.00

Subtotal of additional federal funds included for this school: \$119,063.00

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 (\$)
	\$0.00
LCFF	\$162,950.00

Subtotal of state or local funds included for this school: \$162,950.00

Total of federal, state, and/or local funds for this school: \$282,013.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	162,950.00
Title I	116,659.00
Title I Part A: Parent Involvement	2,404.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	133,083.00
2000-2999: Classified Personnel Salaries	74,713.00
4000-4999: Books And Supplies	15,217.00
5000-5999: Services And Other Operating Expenditures	47,632.00
5700-5799: Transfers Of Direct Costs	11,368.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	78,927.00
2000-2999: Classified Personnel Salaries	LCFF	47,713.00
4000-4999: Books And Supplies	LCFF	6,310.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	53,156.00
2000-2999: Classified Personnel Salaries	Title I	25,946.00
4000-4999: Books And Supplies	Title I	8,557.00
5000-5999: Services And Other Operating Expenditures	Title I	20,632.00
5700-5799: Transfers Of Direct Costs	Title I	8,368.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,054.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	350.00

# 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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brenda Perez-Valenzuela		X			
Blanca Luna	X				
Michael Castillo		X			
Elizabeth Vieyra		X			
Alejandra Abrajan				X	
Rosa Avalos				X	
Jasmin Sanchez				X	
Gabina Rivera				X	
Eloina Santiago				X	
Kathy Walters			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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


## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/17/19.

Attested:

	Principal, Blanca Luna on 10/17/2019
	SSC Chairperson, Brenda Perez-Valenzuela on 10/17/2019

