

December 3, 2014

Garvey School District

Single Plan for Student Achievement Monterey Vista Elementary School 2014-2015

This school plan, developed by the Monterey Vista Elementary School Site Council, describes how specific categorical program funds will be used for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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**Approved by the Garvey School District
Board of Education on:
January, 2015**

Single Plan for Student Achievement 2014-2015

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**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

DISTRICT & SCHOOL PROFILE

Mission and Vision

District's Mission

The students of the Garvey School District will learn academic skills, moral and ethical values and a respect for diversity that will enable them to be life-long learners and productive members of a global society.

District's Vision

Providing a premier education in a 21st century learning environment to develop tomorrow's responsible leaders.

School's Mission

We, the students at Monterey Vista School will learn academic skills, moral and ethical values, and respect for diversity that will enable us to be life-long learners and productive members of a global society.

School's Vision

[School to insert]

District and School Status

The district has been identified for:

- Program Improvement, Year 1
- Program Improvement, Year 2
- Corrective Action (Year 3):
 - Defer programmatic funds or reduce administrative funds
 - Institute and fully implement a new curriculum
 - Replace district personnel
 - Remove particular schools from the jurisdiction of the district and establish alternative governance
 - Appoint a receiver or trustee to administer the affairs of the district
 - Abolish or restructure the district
 - Authorize students to transfer from a school operated by the district to a higher-performing school in another district and provide transportation (or the cost of transportation) in conjunction with carrying out at least one additional action.

The school has been identified for:

- Program Improvement, Year 1
- Program Improvement, Year 2
- Corrective Action (Year 3)
 - Replace school staff
 - Institute/implement new curriculum
 - Decrease management authority
 - Appoint outside expert
 - Extend school year/day
 - Restructure internal organizational structure
- Planning for Restructuring (Year 4)
- Restructuring (Year 5)
 - Reopen as a charter
 - Replace all/most school staff (including principal)
 - Contract with management company
 - Other major school governance restructuring
- The school has been identified as “Persistently Dangerous”

School Program Participation

- The school has received a School Improvement Grant (SIG) and is implementing the following intervention model:
 - School Closure
 - Restart
 - Transformational
 - Turn Around

- The school is participating in the Quality Education Improvement Act (QEIA).

The school is operating a:

- Title I Targeted Assistance School (TAS)
- Title I Schoolwide Program (SWP)

The school is consolidating the following local, state, and federal programs under the SWP:

- Title I
- Education Impact Aid/Limited-English Proficient (EIA-LEP)
- Education Impact Aid/State Compensatory Education (EIA-SCE)
- Other(s): _____

- The school is operating a School-Based Coordinated Program (SBCP) that includes the following state programs:
 - Education Impact Aid/Limited-English Proficient (EIA-LEP)
 - Education Impact Aid/State Compensatory Education (EIA-SCE)
 - Special Education (services only, not funding)
 - Other: _____

Description of the School and Community

The following description provides the *context* for the school plan and is helpful to individuals who may not be familiar with the school.

Monterey Vista School is located in Monterey Park and part of the Garvey School District. The school has been recognized by the California Department of Education as a Title I Achieving School in 2003 and Title I Academic Achieving Award School in 2007, 2008 and 2009 and a California Distinguished School in May 2004. In November 2004, Monterey Vista was recognized by the United States Department of Education in Washington D.C. as a No Child Left Behind –National Blue Ribbon School. As a high performing school with diverse ethnic student backgrounds, student achievement continues to increase each year. We are particularly proud of our API base score gains with a base score of 645 in 199 to 895 in 2013 (the highest in the district). Enrollment consists of 469 students in 17 regular education classes, kindergarten through sixth grade plus two Head Start classes on site. Monterey Vista offers a challenging core curriculum that focuses on state content standards while meeting needs of our diverse student population. Students benefit from a variety of enrichment and remedial programs which include after school program, visual and performing arts program and track and cross country team.

Description of District's Core Program for All Students

[District to insert description]

The district should consider including a description, as appropriate at the elementary, middle, and secondary level, of the core curriculum, materials, staffing (including support staff), class size, interventions, and services for ELs (including English Language Develop), students with disabilities, and gifted students, etc.,

Needs Assessment Process

The school's **process** for conducting the needs assessment included the following activities:

Date	Group	Collection and Analysis of Data Activities and Assessment Tools Used
<i>9/12 /2012</i>	<i>School Leadership Team</i>	Discussed and chart needs of the school from last school year.
<i>9/ 25/2012</i>	<i>Staff Meeting</i>	Had teachers chart the contributing factors to AYP increase and what didn't work.
<i>10/19/2012</i>	<i>ELAC Meeting</i>	Parents provided input to the development of the SPSA.

Four-year Summary of District's Academic Performance Index (API) Goal(s) and Data

API Goal(s): District-wide API of ≥ 800

2009 Subgroup Base	2009-2010 Growth
[785] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [859] pts. Asian [] pts. Filipino [680] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [771] pts. Socioeconomically Disadvantaged [755] pts. English Learners [525] pts. Students with Disabilities	[19] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [19] pts. Asian [] pts. Filipino [19] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [18] pts. Socioeconomically Disadvantaged [27] pts. English Learners [63] pts. Students with Disabilities

2010 Subgroup Base	2010-11 Growth
[804] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [878] pts. Asian [] pts. Filipino [699] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [789] pts. Socioeconomically Disadvantaged [782] pts. English Learners [589] pts. Students with Disabilities	[11] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [10] pts. Asian [] pts. Filipino [18] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [13] pts. Socioeconomically Disadvantaged [7] pts. English Learners [44] pts. Students with Disabilities

Four-year Summary of District's Academic Performance Index (API) Goal(s) and Data (continued)

API Goal(s): District-wide API of ≥ 800

2011 Subgroup Base	2011-12 Growth
814] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [888] pts. Asian [] pts. Filipino [717] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [801] pts. Socioeconomically Disadvantaged [789] pts. English Learners [634] pts. Students with Disabilities	[18] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [17] pts. Asian [] pts. Filipino [20] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [18] pts. Socioeconomically Disadvantaged [19] pts. English Learners [11] pts. Students with Disabilities

2012 Subgroup Base	2012-13 Growth
[] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [] pts. Asian [] pts. Filipino [] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [] pts. Socioeconomically Disadvantaged [] pts. English Learners [] pts. Students with Disabilities	[] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [] pts. Asian [] pts. Filipino [] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [] pts. Socioeconomically Disadvantaged [] pts. English Learners [] pts. Students with Disabilities

Four-Year Summary of School's Academic Performance Index (API) Goal, Data and Growth Targets

API Goal: School-wide API of ≥ 800

2009 Subgroup Base	2010 Subgroup Growth Targets	2009-10 Actual Growth	2009-10 Statewide Decile Rank	2009-10 Similar Schools Rank
[850] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [891] pts. Asian [] pts. Filipino [743] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [833] pts. Socioeconomically Disadvantaged [848] pts. English Learners [] pts. Students with Disabilities	[A] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [A] pts. Asian [] pts. Filipino [5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [A] pts. Socioeconomically Disadvantaged [A] pts. English Learners [] pts. Students with Disabilities	10] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [16] pts. Asian [] pts. Filipino [1] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [5] pts. Socioeconomically Disadvantaged [14] pts. English Learners [] pts. Students with Disabilities	[8]	[8]

Four-Year Summary of School's Academic Performance Index (API) Goal(s), and Data (continued)

API Goal: School-wide API of ≥ 800

2011 Subgroup Base	2011-12 Growth	2010-11 Actual Growth	2010-11 Statewide Decile Rank	2010-11 Similar Schools Rank
[860] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [907] pts. Asian [] pts. Filipino [744] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [838] pts. Socioeconomically Disadvantaged [862] pts. English Learners [] pts. Students with Disabilities	[A] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [A] pts. Asian [] pts. Filipino [5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [A] pts. Socioeconomically Disadvantaged [A] pts. English Learners [] pts. Students with Disabilities	[-11] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [-13] pts. Asian [] pts. Filipino [5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [-1] pts. Socioeconomically Disadvantaged [-13] pts. English Learners [] pts. Students with Disabilities	[8]	[8]

Four-Year Summary of School's Academic Performance Index (API) Goal, Data, and Growth Targets (Continued)

API Goal: School-wide API of ≥ 800

2011 Subgroup Base	2012 Subgroup Growth Targets	2011-12 Actual Growth	2011-12 Statewide Decile Rank	2011-12 Similar Schools Rank
[849] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [894] pts. Asian [] pts. Filipino [743] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [837] pts. Socioeconomically Disadvantaged [849] pts. English Learners [] pts. Students with Disabilities	[A] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [A] pts. Asian [] pts. Filipino [5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [] pts. Socioeconomically Disadvantaged [A] pts. English Learners [] pts. Students with Disabilities	[24] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [21] pts. Asian [] pts. Filipino [28] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [20] pts. Socioeconomically Disadvantaged [29] pts. English Learners [] pts. Students with Disabilities	[7]	[6]

Four-Year Summary of School's Academic Performance Index (API) Goal, Data, and Growth Targets (Continued)

API Goal: School-wide API of ≥ 800

2012 Subgroup Base	2013 Subgroup Growth Targets	2012-13 Actual Growth	2012-13 Statewide Decile Rank	2012-13 Similar Schools Rank
<input type="checkbox"/> pts. District-wide <input type="checkbox"/> pts. Black or African American <input type="checkbox"/> pts. American Indian or Alaska Native <input type="checkbox"/> pts. Asian <input type="checkbox"/> pts. Filipino <input type="checkbox"/> pts. Hispanic or Latino <input type="checkbox"/> pts. Native Hawaiian or Pacific Islander <input type="checkbox"/> pts. White <input type="checkbox"/> pts. Two or More Races <input type="checkbox"/> pts. Socioeconomically Disadvantaged <input type="checkbox"/> pts. English Learners <input type="checkbox"/> pts. Students with Disabilities	<input type="checkbox"/> pts. District-wide <input type="checkbox"/> pts. Black or African American <input type="checkbox"/> pts. American Indian or Alaska Native <input type="checkbox"/> pts. Asian <input type="checkbox"/> pts. Filipino <input type="checkbox"/> pts. Hispanic or Latino <input type="checkbox"/> pts. Native Hawaiian or Pacific Islander <input type="checkbox"/> pts. White <input type="checkbox"/> pts. Two or More Races <input type="checkbox"/> pts. Socioeconomically Disadvantaged <input type="checkbox"/> pts. English Learners <input type="checkbox"/> pts. Students with Disabilities	<input type="checkbox"/> pts. District-wide <input type="checkbox"/> pts. Black or African American <input type="checkbox"/> pts. American Indian or Alaska Native <input type="checkbox"/> pts. Asian <input type="checkbox"/> pts. Filipino <input type="checkbox"/> pts. Hispanic or Latino <input type="checkbox"/> pts. Native Hawaiian or Pacific Islander <input type="checkbox"/> pts. White <input type="checkbox"/> pts. Two or More Races <input type="checkbox"/> pts. Socioeconomically Disadvantaged <input type="checkbox"/> pts. English Learners <input type="checkbox"/> pts. Students with Disabilities	NOT AVAILABLE <input type="checkbox"/>	NOT AVAILABLE <input type="checkbox"/>

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

GOAL 1: English Language Arts

Three-Year Summary of District's Adequate Yearly Progress (AYP) Goal, Data, and Targets for English Language Arts

NCLB Goal: All students will be proficient in English Language Arts by 2013-14.

2010 Data <i>Percent of proficient students as measured by the English language arts CST, CMA, CAHSEE, or CAPA in Spring 2010</i>	2011 Data <i>Percent of proficient students as measured by the English language arts CST, CMA, CAHSEE, or CAPA in Spring 2011</i>	2012 Data <i>Percent of proficient students as measured by the English language arts CST, CMA, CAHSEE, or CAPA in Spring 2012</i>	2013 AYP Target	Gap Between Current Status(2012) and 2013 AYP Target
[55.2] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [68.3] pts. Asian [] pts. Filipino [38.1] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [51.6] pts Socio-economically Disadvantaged [49.7] pts. English Learners [28.9] pts. Students with Disabilities	[57.9] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [71.4] pts. Asian [] pts. Filipino [39.8] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [55.0] pts Socio-economically Disadvantaged [50.8] pts. English Learners [37.3] pts. Students with Disabilities	[62.2] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [75.9] pts. Asian [] pts. Filipino [43.6] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [59.7] pts Socio-economically Disadvantaged [56.3] pts. English Learners [38.0] pts. Students with Disabilities	A minimum of [89.2] of students, district-wide and each numerically significant sub-group, will be proficient in English Language Arts as measured by the English Language Arts CST, CMA, CAHSEE, or CAPA in Spring 2013.	[-27] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [-13.3] pts. Asian [] pts. Filipino [-45.6] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [-29.5] pts Socio-economically Disadvantaged [-32.9] pts. English Learners [-51.2] pts. Students with Disabilities

Three-Year Summary of School's Adequate Yearly Progress (AYP) Goal, Data, and Targets for English Language Arts

NCLB Goal: All students will be proficient in English Language Arts by 2013-14.

2010 Data <i>Percent of proficient students as measured by the English Language Arts CST, CMA, CAHSEE, or CAPA in Spring 2010</i>	2011 Data <i>Percent of proficient students as measured by the English Language Arts CST, CMA, CAHSEE, or CAPA in Spring 2011</i>	2012 Data <i>Percent of proficient students as measured by the English Language Arts CST, CMA, CAHSEE, or CAPA in Spring 2012</i>	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
[57.0] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [67.6] pts. Asian [] pts. Filipino [40.6] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [45.6] pts Socio-economically Disadvantaged [47.8] pts. English Learners [] pts. Students with Disabilities	[65.7] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [80.9] pts. Asian [] pts. Filipino [44.5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [52.9] pts Socio-economically Disadvantaged [56.5] pts. English Learners [] pts. Students with Disabilities	[64.5] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [80.2] pts. Asian [] pts. Filipino [45.7] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [55.7] pts. Two or More Races [59.6] pts Socio-economically Disadvantaged [] pts. English Learners [] pts. Students with Disabilities	A minimum of [89.2] students, school-wide and each numerically significant subgroup, will be proficient in English Language Arts as measured by the English Language Arts CST, CMA, CAHSEE or CAPA in Spring 2013.	[-24.7] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [9] pts. Asian [] pts. Filipino [-43.5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [-33.5] pts Socio-economically Disadvantaged [-29.6] pts. English Learners [] pts. Students with Disabilities

Needs Assessment Summary for English Language Arts

Significant Student Achievement Findings <i>What Do the Data Say?</i>	Contributing Factors <i>What Are Your Conclusions About How the Instructional Program Impacted the Data?</i>
1. Asian Sub-group meeting AYP	Pacing Guides developed for K-6 for California Treasures Program. RISE Direct Instruction and Balanced Literacy.
2. Hispanic Sub-group meeting AYP	Development of Common Lesson plans for the different grade levels. RISE Direct Instruction and Balanced Literacy.
3. Socioeconomically Disadvantaged Sub-group meeting AYP	Targeted Rtl during school using Study Island Program for students in Tier II and Tier III groups in grades 2-6. Before, After and Saturday Intervention targeting basic and below basic students.
4. English Language Learner Sub-group meeting AYP	The CST Look-alike benchmark used to provide data before STAR Testing. ELD Interventionist providing instruction during the regular school day.
5.	Use of CARS and STARS to prepare students with test taking strategies for STAR Testing.
6.	Use of Reading Counts as a motivational element to encourage students to read different genres such as fiction, non-fiction and narratives.

School Goal(s) for Student Academic Achievement in English Language Arts

Specific school goal(s) to ensure progress toward meeting the API, AYP, and Graduation Rate Goals

All students and all subgroups will meet the statewide targets (Proficient and Advanced) in Reading and English Language Arts and reach the NCLB requirement of 89.2 %

What will be the measure for successfully meeting the above goal(s)?

CST Scores in Language Arts
CELDT Level gains for English Language Learners

How will the school monitor *progress* toward meeting this goal? (e.g., benchmark assessments)

OARS Benchmark Assessment results every trimester
ADEPT pre and post assessment results every trimester
Hispanic and English Language Learners perform in the proficient and advanced categories on benchmark assessments by an increase of 10% every trimester.

Action Plan for Improved Student Academic Achievement in English Language Arts

Major Research-based Strategy

California Treasures Program
 Balanced Literacy Program (K-3)
 RISE Direct Instruction
 Common Core
 Professional Learning Communities

Actions/Tasks What <u>specific</u> action(s) will occur to implement the strategy?	Expenditures What <u>related</u> costs, if any, are needed to implement the action(s)? (e.g., materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item and what funding source(s) will be utilized?	Implementation When will the action(s) be implemented?	Monitoring How will the school ensure implementation takes place? Who will be responsible?	Evaluation How will the school measure the effectiveness of the improvement strategy?
<p>Development of Common Lesson Plans for weak areas across grade levels based on OARS results and opportunity for teachers to make data-driven decisions.</p> <p>Use of substitutes to provide for teacher collaboration on student assessments, strengthen core programs, Head Start and Kinder transitions. This provides opportunity for coaching and mentoring teachers.</p> <p>Professional Development Training for Teachers in the following:</p> <p>Balanced Literacy to support CA Treasures Program (research-</p>	<p style="text-align: center;">\$2000 \$1000</p> <p style="text-align: center;">\$12897</p>	<p style="text-align: center;">Title I EIA/LEP</p> <p style="text-align: center;">Title I</p>	<p style="text-align: center;">Nov. 2013 to June 2014</p> <p style="text-align: center;">Nov. 2013 to June 2014</p> <p style="text-align: center;">Oct. 2012 to June 2013</p>	<p style="text-align: center;">School Collaborative Meetings Classroom Teachers</p> <p style="text-align: center;">Notes from teacher collaboration meetings and PLCs.</p> <p style="text-align: center;">Informal classroom walkthroughs by principal Classroom teachers</p>	<p style="text-align: center;">Benchmark assessment results</p> <p style="text-align: center;">Common Lesson Plans</p> <p style="text-align: center;">Benchmark assessment results</p>

<p>based)</p> <p>RISE Brain Research (research-based)</p> <p>Study Island</p> <p>Professional Learning Communities</p>			Nov. 2013 to June 2014	Teacher observation during formative observations Classroom teachers	Benchmark assessment results Teacher lesson plans
<p>Collaboration time for teachers during the school day by hiring PE and Technology Teacher</p>	\$16932	Title I	Nov. 2013 to June 2014	Classroom observations Classroom Teachers	Benchmark assessment results and diagnostic data from Success Maker
<p>Before School and Saturday Intervention Programs to extend student instructional time.</p> <p>Purchase additional technology (notebook, laptop) to prepare students for Common Core Smarter Balance Assessment</p>	<p>\$5400</p> <p>\$18000</p>	<p>Title I and EIA/LEP</p> <p>EIA/LEP and SCE</p>	<p>Oct. 2013 to June 2014</p> <p>Nov. 2013 to June 2014</p>	<p>Student attendance roster Teachers (extra assignment)</p> <p>Observation of student technology use. Classroom teachers</p>	Benchmark results and classroom assessments developed by teachers and from program.

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

GOAL 2: English Language Development

Three-year Summary of District's English Language Development (ELD) Goals, Data and Targets for English Language Learners

NCLB Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

AMAO 1 Percent of students making annual progress in learning English	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[57.8]	[65.4]	[54.7]	[57.5]	[-2.8]
AMAO 2 (< 5 Yrs Cohort) Percent of students attaining English proficiency on CELDT	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[20.2]	[26.8]	[20.5]	[21.4]	[-0.9]
AMAO 2 (≥ 5 Yrs Cohort) Percent of students attaining English proficiency on CELDT	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[47.5]	[54.4]	[51.9]	[47.1]	[4.8]
AMAO 3 Adequate Yearly Progress for English Learner Subgroup	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	E-LA = [49.7] Math = [61.3]	E-LA = [50.8] Math = [62.7]	E-LA = [56.3] Math = [66.2]	E-LA = [89.2] Math = [89.5]	E-LA = [-32.9] Math = [-23.3]

Three-year Summary of School's English Language Development (ELD) Goals, Data, and Targets for English Language Learners

NCLB Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

AMAO 1 Percent of students making annual progress in learning English	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[59.6]	[58.9]	[68.7]	[57.5]	[11.2]
AMAO 2 (< 5 Yrs Cohort) Percent of students attaining English proficiency on CELDT	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[26.2]	[20.7]	[34.0]	[21.4]	[12.6]
AMAO 2 (≥ 5 Yrs Cohort) Percent of students attaining English proficiency on CELDT	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	[64.5]	[66.7]	[60.0]	[47.1]	[12.9]
AMAO 3 Adequate Yearly Progress for English Learner Subgroup	2010 Data	2011 Data	2012 Data	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
	ELA = [64.5] Math= []	ELA = [57.3] Math= []	ELA = [66.2] Math= [81.9]	ELA = [89.2] Math= [89.5]	ELA = [-23] Math= [-7.6]

Needs Assessment Summary for English Language Development (ELD) for English Learners

Significant Student Achievement Findings <i>What Do the Data Say?</i>	Contributing Factors <i>What Are Your Conclusions About How the Instructional Program Impacted the Data?</i>
1. English Learners group (includes both Asian and Hispanic students) met AYP target	ELD component of Treasures Program
2. Socioeconomically Disadvantaged group (includes both Asian and Hispanic students) met AYP target	ELL Interventionist targeting high and high priority English Learners (30 minutes daily). Provide Newcomers Program for beginning EL students on Saturdays.
3.	ELD Time for English Learners in classrooms.
4.	Use of Instructional Technology such as Rosetta Stone for newcomers.
5.	Use of supplemental resources by ELL Interventionist such as web resources focusing on grammar.
6.	Increase student talk in daily lessons by teachers.

School Goal(s) for English Language Development (ELD) for English Learners

Specific school goal(s) to *ensure progress toward* meeting the NCLB Goals/AMAO targets:

All English Language Learners will meet the statewide targets (Proficient and Advanced) in English Language Development and the NCLB requirement of 89.2 %.

What will be the measure for successfully meeting the above goal(s)?

CST Scores
ADEPT results per trimester
Re-designation rates of English Learners to Fully Proficient Status

How will the school monitor *progress toward* meeting this goal? (e.g., benchmark assessments)

ORS Benchmark assessment results
ADEPT results of high and high priority students every trimester to ensure progress.

Action Plan for Improvement in English Language Development (ELD) for English Learners

Major Research-based Strategy:

California Treasures Program ELD Component
English 3D
National Geographic Reach

Actions/Tasks What <u>specific</u> action(s) will occur to implement the strategy?	Expenditures What <u>related</u> costs, if any, are needed to implement the action(s)? (e.g., materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item <u>and</u> what funding source(s) will be utilized?	Implementation When will the action(s) be implemented?	Monitoring How will the school ensure implementation takes place? Who will be responsible?	Evaluation How will the school measure the effectiveness of the improvement strategy?
Identify the timers (high and high priority English Learners and provide intervention with ELL Interventionist and instructional aides Common Lessons developed by teachers based on OARS results and data-driven decisions. Use of substitutes to provide for teacher collaboration on student assessments, strengthen core programs, Head Start and Kinder transitions. Balanced Literacy to support CA Treasures Program RISE Brain Research	<p>\$20938</p> <p>\$444</p>	EIA/LEP EIA/LEP SCE Title I	Oct. 2013 to June 2014 Oct. 2013 to June 2014 Nov, 2013 to June 2014 Nov. 2013 to June 2014	Classroom teachers and ELL Int. and Instructional aide Classroom teachers and ELL interventionist Notes from teacher collaboration and meetings and PLCs Informal classroom walkthroughs by principal Classroom teachers	OARS Assessment and ADEPT Common Lesson Plans Benchmark assessment results Benchmark assessment results

<p>Thinking Maps (research-based) to assist students with visual graphic organizers</p>			<p>Nov. 2013 to June 2014</p>	<p>Teacher observation during formative observations Classroom teachers</p>	<p>Benchmark assessment results Teacher Lesson plans</p>
<p>Use of researched-based intervention Program such as English 3-D (6th grade) and National Geographic Reach (3rd – 5th grade). Study Island for high and high priority English Learners.</p>			<p>Oct. 2013 to June 2014</p>	<p>Teacher observation during informal walkthroughs Classroom teachers</p>	<p>Informal Principal Walkthroughs and Formative teacher observations</p>
<p>Newcomers Program for students on Saturdays to increase and extend instructional time. Technology that would enhance student learning such as Rosetta Stone for newcomers. This would include laptops, document cameras, LCD Projectors. Extra assignment for LITE Techs Ensure oral and written communication in multiple languages are provided to parents at school events</p>	<p>\$1500 \$15000 \$2503 \$2000</p>	<p>EIA/LEP EIA/LEP EIA/LEP EIA/LEP</p>	<p>Nov. 2013 to June 2014 (Saturdays) Nov. 2012 to June 2013 Nov. 2012 to June 2013 Oct. 2012 to June 2013</p>	<p>Informal walkthroughs by Principal ELL Interventionist Classroom observations Classroom Teachers Observation of student technology use. Classroom teachers Observation of school community coordinators at parent meetings. School Community Coordinators</p>	<p>Benchmark and ADEPT results Benchmark results and classroom assessments developed by teachers and from program Benchmark and ADEPT results ELD Teacher ELL Interventionist Parent attendance rosters at meetings</p>

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

GOAL 3: Mathematics

District's Adequate Yearly Progress (AYP) Goal, Data, and Targets for Mathematics

NCLB Goal: All students will be proficient in Mathematics by 2013-14.

2010 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2010</i>	2011 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2011</i>	2012 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2012</i>	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
[61.9] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [79.0] pts. Asian [] pts. Filipino [38.2] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [59.5] pts Socio-economically Disadvantaged [61.3] pts. English Learners [39.4] pts. Students with Disabilities	[64.3] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [80.8] pts. Asian [] pts. Filipino [42.6] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [61.9] pts Socio-economically Disadvantaged [62.7] pts. English Learners [41.6] pts. Students with Disabilities	[67.3] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [84.6] pts. Asian [] pts. Filipino [44.3] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [64.8] pts Socio-economically Disadvantaged [66.2] pts. English Learners [41.6] pts. Students with Disabilities	A minimum of [89.5] of students, district-wide and each numerically significant sub-group, will be proficient in Mathematics as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2013.	[-22.2] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [-4.9] pts. Asian [] pts. Filipino [-45.2] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [-24.7] pts Socio-economically Disadvantaged [-23.3] pts. English Learners [-47.9] pts. Students with Disabilities

School's Adequate Yearly Progress (AYP) Goal, Data, and Targets for Mathematics

NCLB Goal: All students will be proficient in Mathematics by 2013-14.

2010 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2010</i>	2011 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2011</i>	2012 Data <i>Percent of proficient students as measured by the Mathematics CST, CMA, CAHSEE, or CAPA in Spring 2012</i>	2013 AYP Target	Gap Between Current Status (2012) and 2013 AYP Target
[75.4] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [87.3] pts. Asian [] pts. Filipino [46.7] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [72.0] pts. Socio-economically Disadvantaged [78.5] pts. English Learners [] pts. Students with Disabilities	[75.6] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [85.3] pts. Asian [] pts. Filipino [52.7] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [73.0] pts. Socio-economically Disadvantaged [78.8] pts. English Learners [] pts. Students with Disabilities	[76.8] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [87] pts. Asian [] pts. Filipino [50.5] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [74.2] pts. Socio-economically Disadvantaged [81.9] pts. English Learners [] pts. Students with Disabilities	A minimum of [89.5] students, school-wide and each numerically significant subgroup, will be proficient in Mathematics as measured by the Mathematics CST, CMA, CAHSEE or CAPA in Spring 2013.	[-12.7] pts. District-wide [] pts. Black or African American [] pts. American Indian or Alaska Native [-2.5] pts. Asian [] pts. Filipino [-39] pts. Hispanic or Latino [] pts. Native Hawaiian or Pacific Islander [] pts. White [] pts. Two or More Races [-15.3] pts. Socio-economically Disadvantaged [-7.6] pts. English Learners [] pts. Students with Disabilities

Needs Assessment Summary for Mathematics

Significant Student Achievement Findings <i>What Do the Data Say?</i>	Contributing Factors <i>What Are Your Conclusions About How the Instructional Program Impacted the Data?</i>
1. Asian Sub-group met AYP target	Envision Math Program
2. English Learners met AYP target	Rtl by 3 rd and 6 th grade teachers during the day focusing on basic, below basic group and proficient and advanced group using envision math program and supplementary instructional materials.
3. Socioeconomically Disadvantaged Group met AYP target	Before School Early Math focusing on basic and proficient group.
4. Hispanic Sub-group met AYP target	Excel Math as reinforcement and utilizing as a spiral program.
5.	Study Island targeting basic, below and far below groups.
6.	Common Lessons developed by teachers using RISE Direct Instruction

School Goal(s) for Student Academic Achievement in Mathematics

Specific School goal(s) to *ensure progress toward* meeting the AYP Goals:

All students will meet the statewide targets (Proficient and Advanced) in Mathematics and the NCLB requirement of 89.5%.

What will be the measure for successfully meeting the above goal(s)?

CST Scores in Language Arts
Hispanic students achieve NCLB requirement of 89.5 %.

How will the school monitor *progress toward* meeting this goal? (e.g., benchmark assessments)

OARS Benchmark Assessment results.

Action Plan for Improved Student Academic Achievement in Mathematics

Major Research-based Strategy:

Envision Math Program RISE Direct Instruction Program
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Actions/Tasks What <u>specific</u> action(s) will occur to implement the strategy?	Expenditures What <u>related</u> costs, if any, are needed to implement the action(s)? (e.g., materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item <u>and</u> what funding source(s) will be utilized?	Implementation When will the action(s) be implemented?	Monitoring How will the school ensure implementation takes place? Who will be responsible?	Evaluation How will the school measure the effectiveness of the improvement strategy?
Development of Common Lessons to address weak areas across grade levels K-6 Use of substitutes to provide for teacher collaboration on student assessments, strengthen core programs, Head Start and Kinder transitions.			October 2013 to May 2014 Nov. 2013 to June 2014	School Collaborative Meetings. Classroom Teachers Notes from teacher collaboration meetings and PLCs	Benchmark assessment results Common Lesson Plans
Professional Development for RISE/Brain Research (research-based)			Nov. 2013 to Dec. 2013	Informal Classroom Walkthroughs Classroom Teachers	Formal Teacher observations
Study Island (research-based) for Rtl to target Tier II and Tier III students Instructional materials such as Excel Math to be used as supplemental to Envision and	\$3600	Title I EIA/SCE	November 2013 to May 2014 Sept. 2013 to June 2014	Classroom observations Classroom Teachers Classroom observations Classroom	Benchmark assessment results and diagnostic data from program Benchmark results in math and language arts

<p>CARS and STARS for Test Preparations</p> <p>After School Intervention Program for students in basic, below and far below basic (focus on Hispanic students) to increase instructional time.</p> <p>Before School Intervention target students in proficient and basic groups to increase instructional time.</p> <p>Saturday Intervention Program for basic students to increase instructional time.</p> <p>Technology that would enhance student learning and preparation for Common Core. This would include laptops, document cameras, LCD Projectors, and copiers.</p>	<p>\$9378</p> <p>\$1800</p>	<p>Title I EIA/LPE EIA/SCE</p> <p>Title I EIA/SCE</p>	<p>October 2013 to May 2014</p> <p>September 2013 to May 2014</p> <p>Oct. 2013 to May 2014</p>	<p>teachers</p> <p>Classroom observation Classroom teachers</p> <p>Student attendance roster Teachers teaching the extended day programs</p> <p>Observation of student technology use. Classroom teachers</p>	<p>Assessment results from program showing student progress</p>
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Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

**GOAL 4: Safe & Leadership Building
Community**

Needs Assessment Summary for Safe & Leadership Building Community

<p align="center">Significant Findings <i>What Do the Data Say?</i></p>	<p align="center">Contributing Factors <i>What Are Your Conclusions About <u>How</u> the Instructional Program Impacted the Data or <u>Why</u> the Data Look The Way They Do?</i></p>
<p>1. There were only two suspensions last school year which was from three suspensions in 2011-2012 school year.</p>	<p>Citizenship Counts Program/7 Habits</p>
<p>2. 82% of students attended Saturday School only went once.</p>	<p>Availability of discipline documentation system (ARMS) by all teachers to track student discipline and Aeries.net for Principal</p>
<p>3. A significant number of students who had increase in their exile levels for reading.</p>	<p>Reading Counts Program</p>
<p>4.</p>	
<p>5.</p>	
<p>6.</p>	

School Goal(s) for Safe & Leadership Building Community

Goal:

All students will have the opportunity to participate in extra curricular activities and positive school experience and behavior plan.

What will be the measure for successfully meeting the above goal(s)?

Student participation in field trips, motivational activities.
Positive Intervention for student discipline

How will the school monitor *progress* toward meeting this goal? (e.g., baseline and periodic data collected)

Increase in language arts and math results for each Trimester from OARS assessments.
Decrease in discipline referrals for behavior.
More parental involvement with parenting programs and classes and attendance at school events such as Awards Assembly, Back To School Night and Open House.

Action Plan for Improved Safe & Leadership Building Community

Major Research-based Strategy:

Parent Institute for Quality Education

Actions/Tasks	Expenditures	Funding	Implementation	Monitoring	Evaluation
<p>What <u>specific</u> action(s) will occur to implement the strategy?</p> <p>Parenting Program for parents provided by PIQE to develop a strong home/school relationship. Focus will be on training in working with their students.</p>	<p>What <u>related</u> costs, if any, are needed to implement the action(s)? (e.g., materials, equipment, positions, contracts, etc.)</p> <p>\$9000</p>	<p>What are the estimated costs per item <u>and</u> what funding source(s) will be utilized?</p> <p>SCE</p>	<p>When will the action(s) be implemented?</p> <p>Jan. 2014 to June 2014</p>	<p>How will the school ensure implementation takes place? Who will be responsible?</p> <p>Number of parents participating in PIQE</p> <p>PIQE Staff</p>	<p>How will the school measure the effectiveness of the improvement strategy?</p> <p>Parents will share and provide information at Parent Advisory Committee Meetings.</p>
<p>Documentation system that tracks student discipline.</p>	<p>\$1600</p>	<p>SCE</p>	<p>Oct. 2013 to June 2014</p>	<p>Monitor the number of teacher utilizing system. Classroom Teachers.</p>	<p>The number of discipline referrals given.</p>
<p>Use of Reading Counts to motivate students to read and expose them to different genres of books.</p>	<p>\$2000</p>	<p>SCE</p>	<p>Oct. 2013 to June 2014</p>	<p>Students who meet their targets per grade level. Classroom Teachers.</p>	<p>The growth in reading levels of below proficient students.</p>
<p>Admissions and buses for standards-based field trips in core areas (e.g. Science and Social Studies)</p>	<p>\$11000</p>	<p>Title I EIA/SCE</p>	<p>Oct. 2013 to June 2014</p>	<p>Classroom Teachers</p>	<p>Presentations by students on projects and reports</p>

Garvey School District

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**GOAL 5: Parent & Community
Engagement**

Title I Mandated Parental Involvement Activities

District's Mandated Parental Involvement Set-Aside	\$ [District to insert amount]
School's Mandated Parental Involvement Set-Aside	\$ [School to insert amount—to be provided by district]

Required Activities <i>NCLB, Section 1118 requires schools to use the mandated set-aside to implement the following parental involvement requirements:</i>	Description Describe how activities will be implemented (or indicate page(s) where activities are described in the plan)	Expenditures <i>What related costs, if any, are needed to implement the action(s)? (e.g. materials, equipment, positions, contracts, etc.)</i>	Funding <i>What are the estimated costs per item and what funding source(s) will be utilized?</i>
Holding an annual meeting, for all parents of participating children, at a convenient time, to inform them of the policy, their rights under Title I, and how they can be involved in the planning, review, and improvement of Title I programs in the school	Held Title I Parent Meeting	Extra Assignment for translators \$2000	EIA
Offering a flexible (i.e., morning and evening) number of meetings	Title I Parent Meeting evening and morning		
Involving parents in the planning, review, and improvement of programs (including parental involvement policy and Title I schoolwide program plan)	Title I Parent Meeting		
Providing parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement	SAC and ELAC Meetings		
Joint development of a school-parent compact that describes the school's and parents' responsibility to support student academic achievement	Title I Parent Meeting		
Assisting parents to understand topics such as content and achievement standards, state/local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve the achievement of their child	Title I Parent Meeting SAC and ELAC Meetings		
Providing materials/training to help parents work with their children (e.g., literacy training, using technology, etc.)	SAC and ELAC Meetings		
Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partner	Back To School Night PIQE	PIQE Staff \$9000	SCE
Coordinating/integrating parent involvement activities with pre-school programs and conducting activities that encourage/support parents in	Monthly Head Start Meetings	Refreshments \$300	SCE

fully participating in the education of their child			
Ensuring that information/reports are sent/provided to parents in a format/language that parents understand	SAC and ELAC Meetings	Translation by District	
Providing support for parental involvement activities as parents request	SAC and ELAC Meetings		
Providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents	SAC and ELAC Meetings		
Involve parents in the development of training for school staff (optional)			
Provide necessary literacy training (optional)			
Pay reasonable and necessary expenses associated with parental involvement activities (e.g., transportation, child care costs) to enable parents to participate in school-related meetings and training sessions (optional)			
Train parents to enhance the involvement of other parents (optional)			
Arrange school meetings at a variety of times, conduct in-home conferences to maximize parent involvement and participation (optional)			
Adopt and implement model approaches to improving parental involvement (optional)			
Establish a districtwide parent advisory council to provide advice related to parental involvement (optional)			
Develop appropriate roles for community-based organizations and businesses in parent involvement activities (optional)			
Total Amount			\$ [School to insert]

Other Parent & Community Engagement Actions/Tasks

Actions/Tasks What specific action(s) will occur to implement the strategy?	Expenditures What related costs, if any, are needed to implement the action(s)? (e.g., materials, equipment positions, contracts, etc.)	Funding What are the estimated costs per item and what funding source(s) will be utilized?	Implementation when will the action(s) be implemented?	Monitoring How will the school ensure implementation takes place? Who will be responsible?	Evaluation How will the school measure the effectiveness of the improvement strategy?
		\$ _____ (Title I) \$ _____ (LCAP)			

Garvey School District

**Single Plan for Student Achievement
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COMPLIANCE REQUIREMENTS

Additional Schoolwide Program (SWP) Required Components

Required SWP Components	Addressed on page(s)
<p>A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children (if applicable) that is based on information which includes the achievement of children in relation to the State academic content and achievement standards</p> <p>Description:</p>	
<p>School-wide reform strategies that:</p> <ol style="list-style-type: none"> 1. Provide for opportunities for all children to meet the state’s proficient/advanced levels of academic achievement 2. Use effective methods and instructional strategies that are based on scientifically based research that: <ol style="list-style-type: none"> a. Strengthen the core academic program in the school b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and c. Include strategies for meeting the educational needs of historically underserved populations 3. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the SWP, which may include— <ol style="list-style-type: none"> a. Counseling, pupil services, and mentoring services; b. College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and c. The integration of vocational and technical education programs; and <p>Address how the school will determine if such needs have been met</p> 4. Are consistent with, and are designed to implement, the State and local improvement plans (if applicable) <p>Description:</p>	<p style="text-align: center;">pg. 20</p> <p style="text-align: center;">pgs. 21, 27, 34, 35</p> <p style="text-align: center;">pgs. 21, 26, 33, 38</p>
<p>Instruction by highly qualified teachers</p> <p>Description:</p>	
<p>High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards (in accordance with NCLB, section 1119)</p> <p>Description: Training in RISE, Balanced Literacy and Success Maker.</p>	pgs. 21, 27, 33
<p>Strategies to attract high-quality, highly-qualified teachers to high need schools</p> <p>Description:</p>	

<p>Strategies to increase parental involvement, such as family literacy services (in accordance with NCLB, section 1118)</p> <p>Description: Parents will participate in Parent Institute for Quality Education (PIQE) in multiple languages.</p>	pg. 37
<p>Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs (if applicable)</p> <p>Description: Kindergarten and Head Start teachers will provide opportunities for students in academics and social development.</p>	pg. 20
<p>Measures to include teachers in decisions regarding use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program</p> <p>Description: Development of common lessons based on student weaknesses in mathematics, language arts, and English Language Development.</p>	pgs. 20, 26, 33
<p>Activities to ensure that students who experience difficulty mastering the proficient/advanced levels of academic achievement standards shall be provided effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</p> <p>Description: Collaboration opportunity for teachers to plan lessons based on student results periodically.</p>	pg. 20, 26, 33
<p>Coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training</p> <p>Description: Documentation of student discipline to track frequency of infractions to develop positive behavioral programs.</p>	pg. 38
<p>List of federal, state, and local programs to be consolidated in the SWP</p> <p>Description: Use of researched-based core programs (Treasures and Envision) for math, language arts and English Language Development.</p>	pgs. 20, 26, 32
<p>Description of how the school will provide individual student academic assessment results in a language parents understand, including interpretation of results</p> <p>Description: Extra assignments provided for school community coordinators to provide translation at Parent Advisory Committees such as School Advisory Committee, English Learners Advisory Committee and School Site Council.</p>	pgs. 39, 40

Additional Program Improvement (PI) Required Components

Required PI Components	Addressed on page(s)
<p>Incorporate strategies based on scientifically based research that will:</p> <ol style="list-style-type: none"> Strengthen the core academic subjects in the school Address the specific academic issues that caused the school to be identified for school improvement May include a strategy for the implementation of a comprehensive school reform model (See Title I, Part F) <p>Description: Develop common lessons for teachers. Professional Development in RISE, Balanced Literacy and Success Maker.</p>	pgs. 20, 21, 27, 33
<p>Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement of the State academic assessment not later than 2013-2014</p> <p>Description: Application of research-based strategies for all students.</p>	pgs. 21, 27
<p>Provide an assurance that the school will spend not less than 10% of its Title I funds for each year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that:</p> <ol style="list-style-type: none"> Directly addresses the academic achievement problem that caused the school to be identified for school improvement Meets the requirements for professional development (NCLB, Section 1119) Is provided in a manner that affords increased opportunity for participating in that professional development <p>Description: Funding set aside for Professional Development for teacher collaboration, and training to improve first quality teaching in classrooms.</p>	pgs. 20, 21, 33
<p>Specify how the set-aside funds for professional development will be used to remove the school from PI status</p> <p>Description: Teacher participation in RISE, Balanced Literacy and Success Maker Training.</p>	pgs. 21, 33
<p>Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with AYP, meet the State's proficient level of achievement on the State academic assessment not later than 2013-14</p> <p>Description: The targets for Math and Language Arts are established according to NCLB growth each year.</p>	pgs. 19, 32
<p>Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand</p> <p>Description: Oral and written translations will be provided to parents at meetings (e.g. Title I meeting, Parent Advisory Meetings).</p>	pgs. 39, 40

Specify the responsibilities of the school, the district, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the district and the districts responsibilities Description: Use of technology (website and Global Connect) as a communication tool for parents.	pgs. 39, 40
Include strategies to promote effective parental involvement in the school Description: Parent Institute for Quality Education (PIQE) for two cycles for the 2012-2013 school year.	pgs. 39, 40
Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year Description: Provide students with more focused intervention and offered at times available to parents.	pgs. 21, 28, 34
Incorporate a teacher mentoring program Description: Principal reserve time during collaboration to offering coaching teachers.	pg. 20

Garvey School District

**Single Plan for Student Achievement
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BUDGET

Budget Summary

Below, *briefly* summarize all expenditures from the Action Plan and Mandated Parent Involvement pages.

Certificated Staff (Including benefits)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Before and After School and Saturday Extended Day Programs	\$25,186	Title I EIA SCE	Teacher extra assignment for Intervention Programs and development of common lessons	pgs. 21, 28, 34

Classified Staff (Including benefits)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Parental involvement and translations and instructional assistant extra assignment	\$4000	Title I EIA	Extra assignment to provide for babysitters, school community coordinators to provide translation during parent advisory committee meetings, and parental involvement and CEDLT Testing	pgs. 26, 28

Teacher Stipends	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan

Teacher Release Time (Substitutes)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Coaching and Mentoring	\$3888	Title I SCE EIA/LEP	Substitutes for collaboration and assessments	pgs. 20, 26, 33

Books (Excluding core textbooks)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan

Supplemental Instructional Materials	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Materials that would support core instruction in classrooms	\$14,070		Excel Math Program, Scholastic Readers to support social studies and science Success Maker	pg. 35

Supplemental Supplies	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Non-Capitalized Equipment (\$500 to \$4,999 per item)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Instructional Technology	\$39,000	Title I EIA	Purchase of laptops, document cameras and LCD Projectors	pgs. 21, 28, 35

Capitalized Equipment (\$5,000 or more per item)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan

Staff Development (Conferences and Workshops)	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Researched-based professional development for core content areas	\$12,897	Title I	Workshops for teachers on RISE, Balanced Literacy, Success Maker, and Singapore Math	pgs. 21, 33

Maintenance Repairs/Agreements	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Subscriptions for Researched-based instructional technology	\$26,900	Title I SCE	Copiers, Renewal of subscriptions for instructional technology programs	pg. 21, 38

Contracted Services	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan

Other	Total Cost	Funding Source(s)	Brief Description	Page(s) of Plan
Standards Based Field Trips	\$8000	Title I SCE	Admissions to field trips that focuses on California Social Studies and Science Standards	pg. 38

NOTE:

1. All expenditures must be used to provide “direct educational services” to students (which includes professional development and parent involvement activities).
2. Schools in Year 1 or 2 of Program Improvement must use a minimum of 10% of their Title I, Part A funds for professional development.

BUDGET

Goal	Function	Object	Expenditure Category	TITLE I Projected Budget (30100.0)	LCAP Projected Budget (00002.0)	Total Projected Budget
Targeted Student Programs and Services & Professional Learning Community						
11100	10000	1160	Substitute Teacher			0
11100	10000	3001	Fringe Benefit	0	0	0
11100	10000	1170	Teachers Extra Assignment (Instruction)			0
11100	10000	3001	Fringe Benefit	0	0	0
11100	10000	2130	Instructional Aides Extra Assignment			0
11100	10000	3002	Fringe Benefit	0	0	0
11100	10000	4310	Instructional Materials and Supplies			0
11100	10000	4400	Non Capitalized Equip(over \$500)-Student/Teacher			0
11100	10000	5220	Travel and Conferences (Teacher)			0
11100	10000	5620	Rent and Leases (Without Option to Purchase for Office)			0
11100	10000	5660	Repairs or Maintenance (Classroom Equipments)			0
11100	10000	5813	Educational Trips			0
11100	10000	5815	Admission Ticket for Educational Trips			0
11101	10000	5816	Entry Fee			0
11100	10000	5850	Consultant for students/teachers			0
11100	10000	5860	Outside Services of Printing, Engraving			0
11100	10000	5890	Other Operating Exp. (e.g., software license fee)			0
Parent and Community Engagement						
00000	24950	2230	Childcare and Translator			0
00000	24950	3000	Fringe Benefit	0	0	0
00000	24950	4320	Other Materials and Supplies			0
00000	24950	4321	Refreshment for Parents Meeting			0
00000	24950	5220	Travel and Conferences (Parents)			0
00000	24950	5850	Consultants for Parents			0
00000	24950	5710	Photocopying Expense			0

00000	24950	5718	Direct Costs Transfers - Postage Stamps				0
00000	24950	5890	Other Operating Expenses				0

Safe & Leadership Building Community

00000	24200	1270	Teachers Extra Assignment (Non-Instruction)				0
00000	24200	3001	Fringe Benefit	0	0		0
00000	21500	1170	Teachers Extra Assignment (Non-Instruction)				0
00000	21500	3001	Fringe Benefit	0	0		0
00000	21500	2430	Clerical and Office Salaries - Hourly				0
00000	21500	2440	Clerical and Office Salaries - Overtime				0
00000	21500	2460	Clerical and Office Salaries - Substitutes				0
00000	21500	2930	Other Classified Extra Assign (e. g. school coordinators)				0
00000	21500	3002	Fringe Benefit	0	0		0
00000	21500	4320	Other Materials and Supplies (Office Use)				0
00000	21500	4321	Refreshment for Staff Meeting				0
00000	21500	5210	Mileage for classified employees				0
00000	21500	5220	Travel and Conferences (Administrator)				0
00000	21500	5620	Rent and Leases (Without Option to Purchase for Office)				0
00000	21500	5660	Repairs or Maintenance (Office Equipments)				0

Total Target Cost

0	0	0
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	TITLE I Projected Budget	LCAP Projected Budget	Total Projected Budget
TARGET COST			\$ -
PERSONNEL COST			\$ -
CENTRALIZED DIRECT SERVICES			\$ -
TOTAL SCHOOL ALLOCATION	0	0	\$ -

TITLE I RESERVATIONS			\$	-
CENTRALIZED DIRECT SUPPORT SERVICES			\$	-

Centralized Services

Description of Proposed Expenditure	Estimated Cost	Funding Source
[District to insert]	[District to insert]	[District to insert]

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

SCHOOL SITE COUNCIL (SSC)

School Site Council (SSC) Membership for Elementary Schools

Name	Position	Length of Term	Term Expires
Hing Chow	Principal	Non-applicable	Non-Applicable
[School to insert]	Teacher	[School to insert]	[School to insert]
[School to insert]	Teacher	[School to insert]	[School to insert]
[School to insert]	Teacher	[School to insert]	[School to insert]
[School to insert]	Other Staff Member (Specify):	[School to insert]	[School to insert]
[School to insert]	Parent/Community Member	[School to insert]	[School to insert]
[School to insert]	Parent/Community Member	[School to insert]	[School to insert]
[School to insert]	Parent/Community Member	[School to insert]	[School to insert]
[School to insert]	Parent/Community Member	[School to insert]	[School to insert]
[School to insert]	Parent/Community Member	[School to insert]	[School to insert]
[School to insert]	Alternates (if applicable)	[School to insert]	[School to insert]

***Note:** At the discretion of the local governing board, middle schools may follow either the elementary or secondary composition requirements.

School Site Council (SSC) 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

___ State Compensatory Education Advisory Committee

Signature

___ English Learner Advisory Committee

Signature

___ Other: _____

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

**Attachment A:
Title I School-level Parent Involvement
Policy**

[School to attach Title I School-Home Compact]

Garvey School District

**Single Plan for Student Achievement
Monterey Vista Elementary School
(2014-2015)**

**Attachment B:
Title I School-Home Compact**