

The Single Plan for Student Achievement

School: Valley View Charter Montessori
CDS Code: 09618380107227
District: Buckeye Union School District
Principal: Paul Stewart
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 12/12/18.

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School Vision and Mission

Valley View Charter Montessori's Vision and Mission Statements

Valley View Charter Montessori

Vision Statement

Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.

Valley View Charter Montessori

MISSION STATEMENT

For each of us, learning is a personal adventure. We respect the right of each child to discover...to create...to take risks and to succeed...to enjoy being where he/she is, and be eager to move on.

We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential.

We are all pioneers on the educational frontier.

Together We Will Build Our Future

School Profile

Valley View Charter Montessori is a transitional kindergarten through sixth grade elementary school located in El Dorado Hills, 18 miles east of Sacramento in the Sierra foothills. Our beautiful campus creates a positive learning environment for children with its buildings situated among open green spaces. Built to completion in 2013, Valley View Charter Montessori opened its doors to students in 2017-18. In 2018-19, Valley View had an enrollment of 625 students and had a waiting list in most grade levels.

"The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities." As such, the District moved forward in preparing the Montessori Charter petition to respond to identified, expressed needs from parents and students within the District. The program began in the 2004-2005 school year by serving Kindergarten students on the Blue Oak Campus. Grade levels were added the following 10 years and in 2017 the school moved to Valley View. Now, we currently serve students through 7th grade. Next year (2019) we will add 8th grade. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School/Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Valley View Charter Montessori also hosts a Montessori pre-school operated by the El Dorado Country Office of Education

Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the Common Core State Standards along with the 4 C's (Creativity, Communication, Critical Thinking and Collaboration) for each grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements. The staff is being trained in PBIS and will be implementing Tier 1 this year.

At Valley View Charter Montessori we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond. PBIS will assist with this and in the future, as well.

The newly renovated and updated campus and library has one of the finest literature collections in El Dorado County. Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. Along with 2nd-7th grade 1:1 Chromebooks, Kindergarten through 2nd grade has 14 Chromebooks and at least two iPads in each room. . This year, our PTO helped our school district in purchasing Chromebooks for more classrooms to continue piloting and utilizing this new technology. Teachers are provided monthly training to use the technology in their rooms with the most effective and best practices.

The staff of Valley View Charter Montessori strives to work together in a collaborative manner to provide an education that will

nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine instruction. We have implemented reading intervention programs during the school day to support under performing students, extra support for our English learners, and a targeted, needs-based math and reading intervention for students in grades first through sixth, along with differentiated instruction within the classroom. Valley View Charter Montessori is fortunate to have a Literacy, Math and EL Certificated Teacher to assist students and teachers in their areas of need. VVCM is using cross-age tutors from upper grade to help us strive toward our vision, "Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society."

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2018. Charter Montessori always has safety and instruction as a goal, as well as our vision of: " Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society." Last year, there was a heavy focus on school climate and culture, along with academics and safety. As a result, three years ago Charter Montessori walked away with the State's Gold Ribbon Award in Climate and Culture. This current year we have started PBIS at our school to continue our efforts.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2018. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 39% and 38%. In addition, the percent of each numerically significant subgroup (i.e. any subgroup of 100 or more students with valid test scores or 50 or more students with valid test scores who make up at least 15 percent of the total of all students with valid test scores.) meeting or exceeding standard was as follows:

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index.

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st and 2nd grade, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.)

VVCM has continued to use the MAP assessment program in grades 3rd-7th. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBAC program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2015. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 68% and 59%. In addition, the percent of each numerically significant subgroup meeting or exceeding standard was as follows:

Sub Group	ELA	Math
Students with Disabilities	23%	19%
Economically Disadvantaged	56%	39%
English Language Learners	NA%	NA

In conjunction with the Buckeye School District, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. The language arts portion tests language usage and reading.

Valley View Charter Montessori 3rd-7th grade teachers will be using portions of the CAASPP interim assessments in conjunction with MAPS to better assess and prepare students for their education and deliver their curriculum.

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials in (writing and/or mathematics). Training on these materials is continuing into 2016-2017. In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year. In 2018-19 we adopted Amplify Science TK-7th Grade.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2018-2019 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom, PBIS and Amplify Science. This professional development will continue through the 2018-19 school year.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2014-2015 school year, the District staffed a Director of Curriculum. Charter Montessori has a Literacy Coach in '14-'15. For the 2018-2019 school year, the teachers will continue to be supported by an Instructional Coach who will assist with the implementation of our Balanced Literacy, Math and Science Program.)

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 60 receive 120 number of minutes, daily, in reading/language arts and students in grades 60 receive 120 number of minutes in mathematics, daily.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have access to appropriate standards-based materials for all subjects.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are struggling to meet the educational standards at Charter Montessori are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Charter Montessori provides special education classes to support our special education students and we call it The Learning Center. In the Learning Center, we offer a RSP and SDC. The Learning Center is also a place for the General Education teacher to use as a Tier 1 Response To Intervention. Class sizes are kept small in the Learning Center to help provide for more individual support.

Charter Montessori offers two Tier 2 Response to Interventions, in regards to Reading, Math and EL Intervention. We are using Fontas and Pinnell's intervention reading program for grades 1-7th. In regard to Math Intervention, graders 1-7 are served 5 days a week and we are using Pearson Math Intervention program and other Math Curriculum Support for middle school. We have a total of five intervention teachers. Two for math, one for EL and two for Reading.

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. EL students receive extra support as needed through the classroom and with our EL Intervention Push-in Teacher.

Valley View Charter Montessori have qualified for three years in a row to have a Native American (Foothill Indian Education Alliance, Inc.) push-in and pull-out Math and ELA in school tutoring program. This runs five days a week and is taught by the former principal of Pinewood, Jeanie Harper.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: Balanced Literacy, close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts, and PE, Being a writing, and literacy across the disciplines.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Valley View Charter Montessori is fortunate to have a very supportive parent and community group. VVCM's PTO and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- PTO, Garden of Learning Committee, Traffic Committee, Safety Committee and STEAM Lab
- School Site Council, Charter Montessori Parent Group
- Representation on district committees and Site Level Committees(Steering, Master Plan, Technology, Budget, Wellness, Valley View Grant Writing Committees, Montessori LCAP, ELAC and Heritage Festival Committee)

Student Support Activities:

- Big Brothers and Big Sisters
- Garden of Learning Volunteer
- Classroom support
- Cross Age Tutoring
- Valley View CM News
- Yearbook Club
- Classroom Assistance
- Field Trips
- Picture Day
- Read-a-thons
- I Can Read Program
- PC Pals (partnership with Intel)
- Cross Country
- Peace Patrol
- Rattler Leadership Team
- Grand Greeters
- Safety Day
- Assemblies
- Core Values
- S.I.P.P.S. reading intervention
- 1st-6th grade math intervention
- G.A.T.E.
- Anti Bullying Assemblys

Fund Raising Activities:

- Fall Festival AKA VVCM Valley of the Pumpkins
- VVCM Spirit Sticks
- Pennies for Patients
- Jog-a-Thon/Walk-a-thon
- Dinner and Auction

Other Fun Activities:

- Core Value Learning Assembly
- Back to School Night
- Open House
- Safety Day
- Cross Country
- Community service projects
- Friday Night Out
- Room Parties
- Teacher Appreciation Breakfast
- Fall Festival
- Spring Fling

- Movie Nights
- Talent Show

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

1. Charter Montessori will take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

School Parent Involvement Policy Process:

- Plan will be outlined by School Site Council and Administration.
- Input will be gathered from meetings during the year.
- A final draft is reviewed by the School Advisory committee and Board adopted.

o Single Plan for Student Achievement Process:

- A parent survey will be conducted to assess needs of stakeholders.
- Goals will be set.

A single plan will be completed and approved by the School Site Council and Board. After approval, it will be shared.

2. The Parent Involvement Policy will be distributed in the following way:

- In the Parent/Student Handbook which is made available to every student and signed by every student and parent.
- At School Site Council.
- At a Charter Montessori and PTO Meeting.
- Posted on the school website.
- Posted on the Facebook

3. Charter Montessori will involve parents in the process of school improvement and review in the following ways:

- At least once a year, staff and parents will review school assessment results. The school's analysis of the results and parent feedback will be shared through our School Site Council and PTO.
- Together staff and parents will make adjustments to the school academic program which are deemed necessary in response to the data.
- This data will serve as the basis for our Single Plan for Student Achievement.
- The principal will speak, along with a monthly rotating grade level, at each PTO meeting regarding the 4 C's and updates on technology in education

4. Charter Montessori will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.

- At Back to School Night, parents receive copies or ways to view standards and report cards along with explanations of assessments used.
- Progress reports and parent conferences are opportunities teachers have for reporting student progress.
- Email and telephone calls are also regular forms of parent-teacher communication.
- Report cards are sent out three times per year detailing proficiency levels.
- PTO, MPG and Site Council Meetings

5. Charter Montessori will coordinate parental involvement strategies with feeder programs to address transitional needs by:

- Articulation with feeder school with parent and new teacher at middle school when necessary.
- Articulation between administration of feeder school, teachers and parents regarding students entering high school.

6. Charter Montessori will conduct a Parent Survey yearly, with the involvement of parents.

- An annual parent survey will be conducted in the spring of each year.
- Results will be shared with School Site Council, staff and parents. The feedback which results from the meetings will be considered as part of the annual review of the parent involvement policy.
- Results will be put in the parent bulletin and posted on the school web site.

7. Charter Montessori has strong parent involvement. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:

- All parents will receive a letter mailed home with their child's assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed.
- Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance

community involvement.

- School activities that reach out to the parents and community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:

- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offering multiple sessions of “Love & Logic” parenting classes.

9. Charter Montessori will, with the assistance of the district, provide materials that will work to build ties between parents and the school by:

- Informing parents of important school information through Connect-Ed, websites and social media..
- Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer.
- Posting information on parent involvement opportunities on the school Facebook, Valley View's website, PTO website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:

- California English Development Test (Spanish).
- Enrollment documents (Spanish).
- Translators are available for school site needs, whenever possible.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title one and Title III are only categorical funds that apply.

18. Fiscal support (EPC)

Charter Montessori does not receive any LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Literacy Coach, Substitutes for Assessment days for SIPPS and BAS assessments, and substitutes for Math and Writing Sustainability days.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households improved but will remain our focus, as well as students with disabilities. They are performing well less than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	42	85	53	41	83	53	41	83	98.1	97.6	97.6
Grade 4	39	50	58	38	49	55	38	49	55	97.4	98	94.8
Grade 5	49	40	77	49	39	73	49	39	73	100	97.5	94.8
Grade 6			48			47			47			97.9
All Grades	142	132	268	140	129	258	140	129	258	98.6	97.7	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2465.4	2449.5	2450.2	40	31.71	32.53	30	26.83	32.53	23	21.95	19.28	8	19.51	15.66
Grade 4	2474.6	2486.0	2513.8	29	32.65	38.18	24	24.49	36.36	21	24.49	14.55	26	18.37	10.91
Grade 5	2504.5	2521.3	2539.7	16	23.08	38.36	33	38.46	32.88	35	20.51	13.70	16	17.95	15.07
Grade 6			2559.0			29.79			31.91			31.91			6.38
All Grades	N/A	N/A	N/A	29	29.46	34.88	29	29.46	33.33	26	22.48	18.99	16	18.60	12.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	24.39	38.55	51	48.78	44.58	19	26.83	16.87
Grade 4	26	30.61	32.73	45	44.90	56.36	29	24.49	10.91
Grade 5	14	33.33	38.36	59	51.28	49.32	27	15.38	12.33
Grade 6			31.91			46.81			21.28
All Grades	24	29.46	36.05	52	48.06	48.84	24	22.48	15.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	30.00	26.51	55	60.00	49.40	11	10.00	24.10
Grade 4	29	27.08	30.91	50	56.25	58.18	21	16.67	10.91
Grade 5	29	35.90	43.84	55	43.59	42.47	16	20.51	13.70
Grade 6			21.28			65.96			12.77
All Grades	31	30.71	31.40	54	53.54	52.33	16	15.75	16.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	26.83	27.71	55	63.41	71.08	9	9.76	1.20
Grade 4	13	24.49	30.91	76	59.18	67.27	11	16.33	1.82
Grade 5	8	17.95	34.25	71	76.92	53.42	20	5.13	12.33
Grade 6			21.28			70.21			8.51
All Grades	20	23.26	29.07	66	65.89	65.12	14	10.85	5.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	34.15	28.92	49	43.90	57.83	8	21.95	13.25
Grade 4	24	36.73	38.18	68	46.94	56.36	8	16.33	5.45
Grade 5	27	23.08	41.10	59	69.23	42.47	14	7.69	16.44
Grade 6			38.30			53.19			8.51
All Grades	32	31.78	36.05	58	52.71	52.33	10	15.50	11.63

Conclusions based on this data:

1. Charter Montessori remained grew in ELA overall significantly overall.
2. We focussed on Listening, that was an area of weakness in 2016-17 and we saw a rise in Exceeded and Met. This will still be an area of focus for upcoming years.
3. For 2018-19 we are focusing on Research and Inquiry, beyond the other claims and assessments the SBA. SPED is one of the subgroups we will have a heavy focus on, as well in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	42	85	54	41	83	54	41	83	100	97.6	97.6
Grade 4	39	50	58	38	50	56	38	50	56	97.4	100	96.6
Grade 5	49	40	77	49	39	73	49	39	73	100	97.5	94.8
Grade 6			48			47			47			97.9
All Grades	142	132	268	141	130	259	141	130	259	99.3	98.5	96.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2486.3	2457.6	2461.9	46	24.39	30.12	37	39.02	32.53	13	21.95	25.30	4	14.63	12.05
Grade 4	2493.4	2497.6	2510.3	18	24.00	28.57	29	34.00	32.14	42	34.00	33.93	11	8.00	5.36
Grade 5	2507.8	2530.9	2522.4	12	30.77	28.77	24	17.95	26.03	43	38.46	24.66	20	12.82	20.55
Grade 6			2546.8			25.53			25.53			29.79			19.15
All Grades	N/A	N/A	N/A	27	26.15	28.57	30	30.77	29.34	31	31.54	27.80	11	11.54	14.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	43.90	40.96	30	31.71	36.14	4	24.39	22.89
Grade 4	29	36.00	46.43	45	36.00	35.71	26	28.00	17.86
Grade 5	18	28.21	39.73	45	43.59	26.03	37	28.21	34.25
Grade 6			27.66			42.55			29.79
All Grades	40	36.15	39.38	39	36.92	34.36	21	26.92	26.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	43.90	40.96	37	51.22	45.78	13	4.88	13.25
Grade 4	29	34.00	33.93	55	52.00	51.79	16	14.00	14.29
Grade 5	16	25.64	27.40	51	56.41	50.68	33	17.95	21.92
Grade 6			23.40			55.32			21.28
All Grades	33	34.62	32.43	47	53.08	50.19	21	12.31	17.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	41.46	43.37	43	43.90	45.78	6	14.63	10.84
Grade 4	29	32.00	33.93	45	48.00	51.79	26	20.00	14.29
Grade 5	14	23.08	26.03	61	56.41	52.05	24	20.51	21.92
Grade 6			31.91			48.94			19.15
All Grades	33	32.31	34.36	50	49.23	49.42	18	18.46	16.22

Conclusions based on this data:

1. Like ELA, Montessori had growth, but a smaller growth overall in grades 3rd-6th grade.
2. Our school put a heavy focus on Problem Solving and saw a big improvement. We saw a 10% growth in At or Above Standards and a 9% decrease of the students in Below Standard
3. Our big focus this year will be math. The area that we want to put a big effort towards will be concepts and procedures. That said we want to keep our pulse on Problem Solving to keep that going in a positive direction.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	77	NA		17	NA		6	NA		0	NA	

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data						
Student Subgroup	Cumulative Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rates	
	16-17	17-18	16-17	17-18	16-17	17-18
African American	1		1		*	
American Indian or Alaskan Native						
Asian	1		1		*	
Filipino	1		1		*	
Hispanic or Latino	42		5		11.9	
Did not Report						
Pacific Islander	1		1		*	
Two or More Races	12		1		8.3	
White	239		19		7.9	
Male	169		14		8.3	
Female	138		14		10.1	
English Learners	1		1		*	
Students with Disabilities	45		3		6.7	
Socioeconomically Disadvantaged	59		8		13.6	
Migrant						
Foster	1		1		*	
Homeless	1		1		*	
Kindergarten	58		10		17.2	
Grades 1-3	155		13		8.4	
Grades 4-6	94		5		5.3	
Grades 7-8						
Grades K-8	307		28		9.1	
Grades 9-12						
Ungraded Elementary and Secondary						
Total	307		28		9.1	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #1:
The District's average student scaled score on the State's Smarter Balanced Assessment for mathematics will increase by 5 points as measured on the California State Dashboard.
Data Used to Form this Goal:
MAP (Measure of Academic Progress), Chapter Topic tests, Benchmark Assessments, 2017-18 SBAC results, 1:1 teacher goal setting meetings and grade level goal setting meetings and Data Meetings with Grade Levels
Findings from the Analysis of this Data:
Montessori made gains in their goal of Problem Solving, but it is clear they are still below the District average.
How the School will Evaluate the Progress of this Goal:
MAP (Measure of Academic Progress), Chapter Topic Tests, Benchmark Assessments, 1:1 meetings, grade level collaboration meeting with administrator

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level collaboration release time (3 half days)	October 2018- May 2019	Administration	Substitutes for Teacher	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900
Sustainability Meetings and training with District Math Coach in grade level	October 2017-May 2018	Administration	Substitutes for Teacher	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
The District's average student scaled score on the State's Smarter Balanced Assessment for ELA will increase by 7 points as measured on the California State Dashboard.
Data Used to Form this Goal:
MAP (Measure of Academic Progress), Benchmark Assessments, 2017-18 SBAC results, BAS Assessments, 1:1 teacher goal setting meetings and grade level goal setting meetings, Accelerated Reader Reports
Findings from the Analysis of this Data:
Charter Montessori remained the same in at standard and above standard three years in a row. Charter Montessori improved on the claim of Listening, which was their focus.
How the School will Evaluate the Progress of this Goal:
MAP (Measure of Academic Progress), BAS Assessments, SIPPS Reports, Benchmark Assessments, 1:1 meetings, grade level collaboration meeting with administrator and district directors and coaches, Accelerated Reader Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sustainability Meetings and training with District Literacy Coach in grade level	October 2018-May 2019	Administrator	Substitutes for teachers	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Citizenship with a focus on the whole child in STEAM and digital citizenship
LEA GOAL:
GOAL #3: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON- 3. Continue to create, provide and strengthen activities/opportunities for personal growth in STEAM. Also, teach self-esteem, responsible behavior, youth development in digital citizenship.
SCHOOL GOAL #3:
100% of VVCM TK-7h grade student will be proficient with their grade level expectancy of Google Apps For Education, STEAM Lab and Digital Citizenship of technology at VVCM and in the world of technology.
Data Used to Form this Goal:
Hapara, reports from District Office and Computer Techs, and student Google surveys
Findings from the Analysis of this Data:
From Parent Survey, daily district report, teacher feedback, administration sees a need to increase the awareness of digital citizenship at VVCM
How the School will Evaluate the Progress of this Goal:
Hapara reports, student survey, parent survey, and less referrals to office on abuse of technology from students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hapara Training for grade teachers form and Grade Level STEAM TEAM Trainers	September 2018- May 2019	Administrator	Substitute for teachers if neccessary	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500
Administration will lead classes on Digital Citizenship	September 2018- May 2019	Administration				
Intel Assembly on Digital Citizenship and PC Pals	September 2018- May 2019	Administration				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Next Generation Science Standards
LEA GOAL:
GOAL #4: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #4:
All teachers and administrators will receive initial training for transitioning to the Next Generation Science Standards (NGSS) and maintain follow up training /support throughout the year in Amplify.
Data Used to Form this Goal:
Grade Level Meetings and Support Team Meetings for check in's with staff. NGSS assessments and surveys of Amplify. Admin online use dashboard
Findings from the Analysis of this Data:
NA
How the School will Evaluate the Progress of this Goal:
Surveys from teachers based off of Amplify use, ADMIN Dashboard use and SBA Science 5th and 7th grade scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Training and Support on NGSS	September18- May 2019	Administration	Observation of other staff, if needed.	0000: Unrestricted	General Fund	1,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
None Specified		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	3,000.00
Donations	100.00
General Fund	1,000.00
LCFF - Supplemental	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	4,100.00
0001-0999: Unrestricted: Locally Defined	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	3,000.00
0000: Unrestricted	Donations	100.00
0000: Unrestricted	General Fund	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,800.00
Goal 2	900.00
Goal 3	500.00
Goal 4	1,000.00
Goal 5	3,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paul Stewart	X				
Christine Storm				X	
William Sallsbury				X	
Susan Swift				X	
Shantel Kellogg		X			
Cari Hanson		X		X	
Jenni Green		X			
Amy Morgan			X	X	
Bill Frame	X				
Numbers of members of each category:	2	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Safety Committee

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 11/8/18.

Attested:

Paul Stewart

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan For Student Achievement	2018-11-04		View	View	26

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Recommendations and Assurances

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View Section

Recommendations and Assurances

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- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Program Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list):
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Attested:

Paul Stewart

Typed Name of School Principal


Signature of School Principal

11/8/18
Date


Typed Name of SSC Chairperson


Signature of SSC Chairperson

11/8/2018
Date

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