

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista School	19-64816-6020762	November 30, 2023	December 12, 2023

Purpose and Description

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

Schoolwide Program

Through our school's vision of "Empowerment through High Expectations, Achievement, and Respect," the purpose of our Single Plan for Student Achievement (SPSA) is to improve academic outcomes for all students but principally directed to our lowest-achieving students demonstrated through meeting academic grade level California Common Core standards. It is our belief that everyone can achieve personal success. Through our daily efforts, all members of the Monte Vista Community will be empowered to reach school and individual goals, while experiencing the joy of learning in a safe and caring learning environment. They will participate in a balanced educational program that includes: differentiated standards-based instruction, high academic vocabulary building, targeted reading comprehension strategies, a comprehensive school-wide writing plan, technology integration in the classroom, hands-on learning experiences, academic counseling, and Social-Emotional Learning/positive behavior interventions.

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

Monte Vista school takes a continuous improvement cycle model to effectively meet the ESSA requirements in full alignment with our district's Local Control and Accountability Plan. This model requires careful planning, implementation, assessment, and reflection of our practices. The key areas covered in our SPSA are: Staff Professional Development, Focused Incorporation of our two main Educational Frameworks (Sobrato Early Academic Language SEAL in grades Tk-3rd and Advancement Via Individual Determination AVID in grades 4th-8th), Instructional Supports for students not meeting grade-level standards, Family Engagement, and Stakeholder involvement through our School Site Council (SSC).

In order to meet the needs of our students, colleagues, and community, we at Monte Vista have committed to promoting the following additional practices within our school:

1. High Expectations and a Growth Mindset

2. Safe and Nurturing Environment in which Proper Behavior is the Norm
3. Promotion of Parent Engagement, Involvement, and Linked Learning
4. College Readiness School Culture

Our school's plan closely reflects and aligns with our District's LCAP Goals:

I: Academic Success for All Students

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students achievement, building family capacity to support and advocate for their children.

Monte Vista is following the Mountain View District Common Core Compatible Instructional Framework as we continue to implement the California Common Core State Standards (CCCSS).

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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).

At the start of the 2023-2024 school year when 2023 CAASPP assessment results data became available, teachers and administrators conducted a data analysis of our existing needs assessment process. Here is the summary of the updated reflection results:

RESEARCH: Based on CAASPP ELA data, scores are low in all claims. Our students continue to demonstrate the highest areas of need in Writing (Below 38.56%, At/Near 50.82%, Above 10.62%) and Reading (Below 32.68%, At/Near 55.88%, Above 11.44%) respectively. Our students continue to demonstrate relative areas of strength in Research/Inquiry (Below 23.69%, At/Near 62.42%, Above 13.89%) and Listening (Below 22.39%, At/Near 68.14%, Above 9.48%). Based on CAASPP Math data, scores are extremely low in all claims, but especially in Communicating Reasoning overall. For English learners, only 7.3% met or exceeded the standards in Math and 11% in ELA. For the Students with Disabilities sub-group, only 16% met or exceeded the standards in Math and 14% in ELA.

RECALL (Observed conditions of learning): Students returned to in-person instruction with deficits in academics and social-emotional skills. Implementation of the Wonders Curriculum, teachers were challenging students, grade level teams were paying attention to cohorts, one-to-one technology access was school-wide, Students in grades 3rd-8th had increased practice with IABs, allocation of more time for ELD, teachers in grades 4-8 were provided several sessions on Math through UCI training this past year, having students reclassified before getting to Jr. high, having PBIS in place, there were minimal resources to address to Tier 2 level of intervention (CICO), some behavior contracts were in place for Tier 2 students, all staff was provided with a Social Emotional PD by our school psychologist, and there was an inconsistent review of PBIS matrices and SWIS data.

REFLECT: Listening continues to be a weakness for students. Writing is not consistently being utilized. Targeted IABs usage has been resumed in grades 3-8. Formalized data reflection sessions were inconsistent last year. Students lack foundational skills and applications, especially in mathematics, and a lack of opportunities to repeat and build on the skills taught. Having students reclassified before getting to Jr. high is a focus. Staff turnover greatly increased off-task behaviors across grades.

RESPOND (next actionable steps): Focus on reading comprehension, reading foundational skills, and writing skills, as well as building and reinforcing mathematical conceptual understanding, and math-solving problem skills. Staff needs to re-familiarize themselves with and focus on teaching the standards. Build on students' foundational skills with opportunities to practice fluency and word problems. Addressing ELD at earlier grade levels to be able to reclassify students before they get to Jr. high. Review of Expectations and behavior management on a regular basis.

For the school year 2023-2024, teachers are in agreement with the following implementation: The overall school academic focus will be to explicitly teach reading comprehension strategies along with continuing to provide ongoing opportunities for students to practice writing despite the challenges the pandemic has brought forward. Continue with the implementation of standards-focused instruction with the utilization of district-adopted materials as well as supplementary online materials

to support power standards in both Language Arts and Mathematics and focus on addressing the foundational skills gaps of students in core areas. Teachers will continue to utilize designated and integrated Systematic English Language Development (ELD) strategies for English Learners (ELs), SEAL in grades TK, K, 1st, 2nd, and 3rd and use ancillary materials such as McGraw-Hill Wonders and Hampton Brown Avenues for ELD on a daily basis for English Learners in grades TK-8 for at least 45 minutes of designated ELD. In mathematics, explicit direct instruction of problem-solving strategies will be the focus, with special emphasis on measurement and algebra. In the area of climate and behavior, a more consistent classroom teaching of expected behaviors, and a consistent school-wide implementation of a Tier 2 system will be the focus.

The last parent survey at Monte Vista was the Districtwide LCAP Parent Survey in May 2023. The results of the Parent Survey were favorable to the school as a whole. Parents felt that their child was experiencing a strong academic program that prepares him/her for the next grade level. Parents felt that the reading program at school is effective and prepares their child for the next grade level. Parents felt that the math program at school was effective and prepared their child for the next grade level. Parents also believed that the homework given helps their child to learn. In addition, parents felt that the rules and expectations of the school are clear and fair and that their child feels comfortable asking for help from their teacher or other adults on campus.

There was strong feedback from the parents during the 2019-2020 PAC Meetings. However, due to the challenges faced with virtual PAC Parent meetings from the 2020-2021 school year, the 2022-2023 PAC parent attendance continues to be greatly affected. For the 2023-2024 school year, now that we have started our in-person parent meetings, participating parents continue to be excited and enthusiastic about the following: There are numerous opportunities for school-wide positive student recognitions such as Student of the Month Assemblies and AR Reading Recognitions during RIF Reading assemblies. Parents are very interested in their children's academic, social, and emotional development and want to learn more math-related strategies to help their children at home. Parents want to learn about all the academic areas and how they can assist their child at home and look forward to training provided by the school to better align practices at home with lessons from school. Based on the Beginning of the Year Parent Survey results, Monte Vista parents are most interested in the following topics: school safety: antibullying, internet safety, helping students at home with math, writing, and reading, understanding SBAC state scores, traffic, and pedestrian safety, social-emotional supports, and social-emotional supports.

Past feedback from teachers, students, and parents concerning school safety and community climate brought the Positive Behavior Intervention and Support (PBIS) System in addition to our already-in-place Peace Builders program to Monte Vista seven years ago. For the 2023-2024 school year, Monte Vista is revamping the implementation of a consistent and sustainable PBIS framework in Tier 1 and redefining Tier 2 behavioral interventions. There will also be a school-wide focus on building positive relationships to resolve conflict with peers in order to better promote Monte Vista as a PBIS community. The "Road to College" is also a theme that will continue to guide the direction of the school community and has been integrated into the library via our AR Reading Challenge, our Monthly College Theme Spirit Day assemblies, and the display of college flags outside of every classroom and cafeteria.

Monte Vista Elementary School is committed to providing educational equity for all and eliminates discrimination, isolation, and segregation on the basis of sex, sexual orientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color, and mental or physical disability. The School follows the uniform complaint procedures when addressing alleged unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Codes 200 and 220 and Government Code 11135 including actual or perceived

sex, sexual orientation, gender, gender identity, or expression, or genetic information; race, ancestry, national origin, color, or physical or mental disability, or on the basis of a person's association with a person or group with one or more actual or perceived characteristics in any District/School program or activity that receives or benefits from any State financial assistance.

In summary, Monte Vista School is a Title 1 school-wide project site. All state and federal programs will be coordinated to meet these goals. At Monte Vista, 100% of teachers (37 out of 37) meet the highly qualified criteria as defined by ESEA. All instructional assistants meet ESEA requirements.

Classroom Observations

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

Formal certificated observations occur twice during a school calendar year. All teachers develop objectives for personal growth and improvement each year. Informal classroom observations occur on a weekly basis, with every classroom being visited at least twice each month. Observations are related to the California Standards for the Teaching Profession as well as the California Common Core Standards. Findings from the observations indicate that, while teachers are using many strategies, there is not a consistent implementation of strategies amongst and across grade levels. Monte Vista faculty is addressing this through the Focus on Learning Plan as we select specific strategies to implement on a school-wide basis.

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

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

The CAASPP, STAR, ELPAC, Diagnostic Assessments (DORA and ADAM), and Common Assessment results were analyzed in both language arts and mathematics including cluster strands breakdown. Grade level, classroom, and individual student data were examined by teachers in meetings with agreed-upon plans for grade levels to be utilized to improve instruction and student achievement. Multi-year data was analyzed by all stakeholders, including parent advisory councils in order to identify the modifications needed to improve student achievement via focus questions that we will revisit and examine throughout the year. Through the curriculum alignment process, grade-level teams carefully constructed units based on California Content Standards. As part of these units, each unit has a summary that outlines the objectives of the unit, the specific materials that will allow students to comprehend the materials, as well as specific strategies to be used for groups of students at all performance levels. All teachers are committed to carefully constructing learning and language objectives. Students are made aware of the learning objective at the onset and closure of each lesson. Checking for understanding and student collaborative conversations are key elements during the delivery of lessons. In addition, teacher modeling and guided practice are embedded in each lesson. Teachers will identify underlying skills needed for each standard as grade-level content and Power Standards are presented to students.

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

Monte Vista is a Common Core Compatible Instructional school with teacher-designed standards-based tests being administered every 6-8 weeks. In addition, teachers administer Interim Assessment Blocks (IABs) three times a year. The Performance Matters student information system is used to provide teacher feedback after each benchmark assessment. Teachers use student performance information at English Language Arts and Mathematics Data Reflection sessions. Protocols are used to guide the sessions and result in grade-level agreements that impact Tier I, Tier II, and Tier III instruction. As part of our ongoing curriculum alignment process, grade-level teams have created common assessments that are directly linked to the California Content Standards. Students will be assessed at the end of each unit to determine progress toward meeting academic proficiency. Results are shared during weekly grade-level collaborative meetings so that adjustments can be made to instruction as well as to provide scaffold and interventions for students who need additional support. Teachers also monitor student progress through District benchmark assessments, diagnostic assessments, IABs, as well as through student work and teacher observation. Exit tickets or other informal assessments are given regularly to properly identify students who may need additional support via small-group targeted instruction. Instructional Centers, partner tutoring, and technology integration allow teachers to target instruction effectively.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Monte Vista, 100%, or 39 out of 39 teachers, meet the highly qualified criteria as defined by ESEA. All instructional aides meet and/or exceed highly qualified NCLB requirements.

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

At Monte Vista, 100% of certificated staff hold the required credentials to teach all subjects assigned. Ongoing staff development occurs throughout the school year on School Board of Education adopted instructional materials.

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

The staff development professional training is and has been standards-based. The focus of the training is on California Common Core State Standards focusing on Math, AVID strategies, SEAL (Sobrato Early Academic Language), Constructing Meaning and Systematic and Designated ELD, Thinking Maps, Technology Integration in the classroom, and best practices in writing. On a yearly basis, Monte Vista secures staff development opportunities that reflect the needs of students through data analysis, as well as the staff's needs to help bridge student performance gaps. To support the learning environment and specific needs, training is provided on Positive Behavior Intervention and Support (PBIS) system, Socio-Emotional Learning, nutrition, and the Performance Matters Student Information system including the assessment component. To support technology integration staff development opportunities include Schoology, Google, Seesaw, and Learning Ally.

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

Monte Vista teachers receive ongoing instructional support at district-provided staff development workshops. During the 2022-2023 school year, we continue to utilize a district TOSA to support our staff. In addition, we will continue developing writing process skills, which will include Write from the Beginning and Beyond modules, AVID reading comprehension strategies, SEAL strategies, Note-taking, UCI Mathematics, and close reading strategies. In-house contracted content experts and teachers on special assignments (TOSAs) lead workshops. Teachers will benefit from professional development in the effective and explicit teaching of mathematics word problem-solving strategies, increasing mathematics vocabulary and language, and further training on Interactive Notebooks, and Math Talk/Model/Think-alouds. Monte Vista offers ongoing teacher training at faculty meetings. Common Core Compatible Instruction will continue across all grade levels and release time is provided for teachers to align all instruction, assessments, and curriculum to the standards.

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

At ongoing data reflection meetings and District meetings, grade levels meet to analyze student data, collaborate and share instructional practices and develop common agreements. Grade level and across grade level articulation occurs among the staff on an ongoing basis.

Teaching and Learning

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

Monte Vista's integrated and balanced language arts, mathematics, science, social studies and ELD is based on the California State Common Core Standards and Framework. Instruction is guided by standards and best practices. Common Core Compatible Instruction will continue across all grade levels. At Data Reflection Sessions, teachers meet to align curriculum, assessments, and instruction to the standards and instructional materials. Additionally, the Partnership Action Team, Leadership Team, School Site Council, and Grade Level Teams provide recommendations and guidance.

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

Each year, a classroom schedule of instructional minutes is produced with input from teachers and support staff and submitted to the principal. The recommended instructional minutes in reading/language arts and mathematics are incorporated into their schedules. Schedules of instructional minutes are submitted to the District for validation of adherence of recommended instructional minutes.

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

District grade-level committees developed grade-level matrices for lesson pacing and blueprints for benchmark assessment and fluency test administration. Monte Vista teachers use these matrices and researched-based instructional practices to address student instructional needs. At Monte Vista, lesson pacing includes targeted intervention strategies. Teachers use whole-group instruction, small-group instruction, and classroom centers to incorporate interventions. Computer software programs are standards-based and address individual and student-level-specific skills. In grades Tk-2nd, targeted academic interventions are provided through instructional assistants in a push-in model.

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

Monte Vista is 100% compliant in having standards-based instructional materials for each student. Yearly, the State of California (LACOE Williams Office) does a school audit to guarantee that every student has their own textbook in each core subject. The Instructional Media Clerk works with the Office of Curriculum and Instruction to provide the District approved core (base program) materials to all students.

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

All students use State-adopted and standards-aligned instructional materials. Funds from the school budget are utilized to purchase intervention materials and standards-based instructional materials. The administrative team will work with teachers to determine which reading/language/math/behavioral interventions have the greatest possible benefit to students. We use SIPPS, Lexia, Imagine Learning, Reflex Math, Next GenMath, Moby Math, Read Naturally, AVID WICOR strategies, SEAL strategies, and other research-based intervention programs and materials to target and support instruction for at-risk students.

Opportunity and Equal Educational Access

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

All students have equal access to educational opportunities addressing grade-level standards during the school day. There are extended day education opportunities for intervention and enrichment programs. The use and implementation of the elementary curriculum using the core textbooks: McGraw-Hill Language Arts, Houghton Mifflin/Harcourt Math, Science, Harcourt Social Studies, Scott Foresman Science, and the secondary curriculum using the core textbooks: StudySync Language Arts, Houghton Mifflin/Harcourt Mathematics, Holt History Social Studies, Glencoe Science and writing programs are aligned to grade-level content standards. Instruction based on the common core standards meeting the needs of a diverse population of students is provided through the alignment of adopted materials to the content standards.

Evidence-based educational practices to raise student achievement

In order to successfully address the needs of our students at risk, our staff is committed to engaging in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting on our practices.

Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and materials and determine how to best meet the needs of all learners. Teachers will utilize total group, small group, and individual assessments as needed. SEAL strategies in grades Tk-3 and AVID WICOR strategies in grades 4-8 will be implemented to raise student achievement.

Parental Engagement

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

Resources available to assist underachieving students include but are not limited to monthly parent meetings, Road to College classes, Biliteracy program, Linked to Learning Parent Math classes, in-school academic counseling, referral to outside counseling agencies, AVID and SEAL Parent Academies, Reclassification and ELPAC informational sessions, THINK Together After School Program, health screening, dental screening, vision screening, Migrant Education services, nutrition education, drug awareness classes, internet safety classes, LACOE services for information & referrals. A district and school community liaison work with schools to make home-school connections and home visits, as needed.

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)

Developed by the School Site Council (SSC), the School Leadership Team, with input from advisory committees, parents, staff, and the school community, the school plan is revised annually to address changes and areas of continued growth. Our Parent Action Team continues to construct annual goals aligned to our schools Focus on Learning Plan in order to better enhance the connectedness of the community in the school in support programs and student success. The SSC and Leadership Team continually meet to discuss and evaluate the progress of Monte Vista's school plans.

Funding

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

Categorical funds help support underperforming students by incorporating research-based frameworks (SEAL in Tk-3 and AVID in 4th-8th), contracting and/or providing instructional aides, technology based programs and hardware, targeted instructional intervention programs before, during, and after school, research-based training for staff, and study trips.

Fiscal support (EPC)

Monte Vista's budget is directly built with support from Title I, LCAP (Formula/Unrestricted), General Funds, Community Partners Grant, and Lottery funds. Indirectly, Monte Vista also receives financial support for other District categorical funding sources.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our continuous improvement cycle model, the School Site Council (SSC) has full authority over the development, implementation, review, and assessments of our annual school plan. The SSC meets monthly and at least six times per year to collaboratively engage in learning and discussion on topics such as needs assessments, activities/auxiliary program effectiveness, data analysis, funding allocation, etc. The SSC regularly consults the school's Leadership team composed of teacher representatives per grade level, a dedicated AVID representative, a dedicated Classified staff, and the site administrators. For matters related to our English Learner student population, the SSC consults the school's English Learner Advisory Committee. The school plan is revised annually to address changes and areas of continued growth. The school plan reflects Monte Vista's commitment to academic progress goals. The plan includes a description of the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement using methods that are based on scientific research or proven practice. Transitional activities help preschool students transition to the regular school environment including parent meetings, teacher training, and student monitoring. Based on 2023 CAASPP data results the SSC has decided to continue focusing on the same type of activities for each of the five (5) school plan overarching goals; however, the strategies for the ELA goal have shifted to be mainly focused on reading comprehension and for the Mathematics goal to be focused on building conceptual understanding through the use of manipulatives and focused note taking.

Resource Inequities

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

Based on the updated review of our most recent needs assessment, we have determined two main resource inequities for our students:

- 1) Access to Meaningful After-School Academic Interventions and Supports: Despite funding being allocated to after-school programs and the data-based identification of students for these targeted supports, the students who need the most support do not show up to the after-school interventions. We are still experiencing a lack of interested teachers to provide before/after school academic interventions beyond their hours for all grade levels. To address this resource inequity, we will recruit instructional assistants to offer after-school tutoring in all grade levels. To encourage older at-risk students to attend before or after-school academic interventions, we plan to incorporate a mentoring component into our academic interventions.
- 2) Connectivity Issues at home: In recent years, our school has increasingly extended the services and hours of our computer lab and library as well as offered parent technology training. During the 2022-2023 school year, we observed an increased level of disparities based on socioeconomic status when it came to accessing learning resources from home. Even though computer devices were available to all students at school, most were not sent home in part because without wifi access they would not work. For the 2023-2024 school year, each student has been assigned a computer device and for those families in need, wifi hotspots are available. All upper elementary and junior high students are able to take their devices home.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

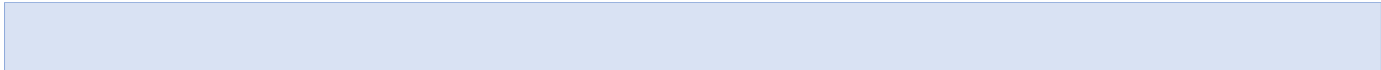
Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.7%	%	0%	4		0
Asian	4.7%	4.55%	5.13%	28	42	43
Filipino	0.2%	0.11%	0.12%	1	1	1
Hispanic/Latino	93.7%	94.47%	93.68%	554	872	786
Pacific Islander	%	%	0%			0
White	0.3%	0.65%	0.95%	2	6	8
Multiple/No Response	%	0.11%	0.12%		1	1
Total Enrollment				591	923	839

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	82	79
Grade 1	65	76	50
Grade 2	57	72	69
Grade 3	59	67	64
Grade 4	70	78	68
Grade 5	79	86	76
Grade 6	51	98	82
Grade 7	80	162	188
Grade 8	48	202	163
Total Enrollment	591	923	839

Conclusions based on this data:

1. There has been a decrease in overall enrollment of 10% in the 2022-2023 school year from the previous year which is reflective of our district's trend of declining enrollment.
2. The largest student enrollment by subgroup continues to be our Hispanic population. The percentage of Hispanic students has remained consistent these past three years. The enrollment percentage of the Asian subgroup has remained small, but stable in the past three years of enrollment data.
3. The number of students in grades K-6 is greater than the number in junior high. However, junior high makes up 42% of the student enrollment.



School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	208	398	345	35.20%	43.1%	41.1%
Fluent English Proficient (FEP)	119	183	184	20.10%	19.8%	21.9%
Reclassified Fluent English Proficient (RFEP)	29	42	32	13.9%	10.6%	9.2%

Conclusions based on this data:

1. The number of English Learners has decreased by 53 students from 2021-2022 but still makes up 41% of student enrollment indicating Monte Vista continues to have a high English Learner population.
2. Our Fluent English Proficient student population remained consistent, but the percentage has increased by 2%, indicating more students are coming in with the basic English skills to pass the ELPAC.
3. The number of Reclassified Fluent English Proficient students is dropping each year. The percentage dropped 3.3% from 20-21 to 21-22 and 1.4% from 21-22 to 22-23, reflecting the negative effects of the pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	59	68	65	0	67	64	0	67	64	0.0	98.5	98.5
Grade 4	70	77	66	0	76	66	0	76	66	0.0	98.7	100.0
Grade 5	79	86	75	0	86	73	0	86	73	0.0	100.0	97.3
Grade 6	48	90	77	0	89	76	0	89	76	0.0	98.9	98.7
Grade 7	74	164	194	0	162	182	0	162	182	0.0	98.8	93.8
Grade 8	46	201	158	0	196	151	0	196	151	0.0	97.5	95.6
All Grades	376	686	635	0	676	612	0	676	612	0.0	98.5	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.	2363.		8.96	3.13		25.37	17.19		37.31	20.31		28.36	59.38
Grade 4		2417.	2425.		5.26	13.64		27.63	22.73		19.74	13.64		47.37	50.00
Grade 5		2451.	2460.		9.30	8.22		17.44	23.29		31.40	23.29		41.86	45.21
Grade 6		2522.	2503.		21.35	15.79		22.47	19.74		28.09	27.63		28.09	36.84
Grade 7		2508.	2520.		9.26	13.74		30.25	29.67		21.60	22.53		38.89	34.07
Grade 8		2517.	2519.		6.12	9.27		30.10	27.15		22.45	26.49		41.33	37.09
All Grades	N/A	N/A	N/A		9.47	11.11		26.78	25.00		25.30	23.04		38.46	40.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.45	4.69		62.69	62.50		26.87	32.81
Grade 4		9.21	9.09		65.79	68.18		25.00	22.73
Grade 5		11.63	12.33		65.12	56.16		23.26	31.51
Grade 6		24.72	11.84		46.07	48.68		29.21	39.47
Grade 7		12.50	14.84		58.13	58.79		29.38	26.37
Grade 8		12.82	10.60		50.77	47.68		36.41	41.72
All Grades		13.52	11.44		56.61	55.88		29.87	32.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.43	6.25		55.22	50.00		31.34	43.75
Grade 4		3.95	6.06		60.53	57.58		35.53	36.36
Grade 5		6.98	10.96		54.65	54.79		38.37	34.25
Grade 6		16.85	18.42		49.44	47.37		33.71	34.21
Grade 7		10.00	13.74		54.38	46.15		35.63	40.11
Grade 8		10.71	6.62		46.94	53.64		42.35	39.74
All Grades		10.39	10.62		52.37	50.82		37.24	38.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.97	1.56		68.66	67.19		25.37	31.25
Grade 4		9.21	7.58		59.21	69.70		31.58	22.73
Grade 5		8.14	9.59		74.42	68.49		17.44	21.92
Grade 6		14.61	10.53		69.66	67.11		15.73	22.37
Grade 7		8.75	12.09		77.50	67.58		13.75	20.33
Grade 8		10.20	9.93		70.41	68.87		19.39	21.19
All Grades		9.64	9.48		71.07	68.14		19.29	22.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.93	1.56		50.75	67.19		34.33	31.25
Grade 4		11.84	12.12		64.47	62.12		23.68	25.76
Grade 5		6.98	5.48		54.65	67.12		38.37	27.40
Grade 6		17.98	17.11		71.91	59.21		10.11	23.68
Grade 7		13.75	19.23		61.88	60.44		24.38	20.33
Grade 8		14.29	15.89		62.24	62.25		23.47	21.85
All Grades		13.50	13.89		61.57	62.42		24.93	23.69

Conclusions based on this data:

1. Based on the school-wide data, the results of students who met or exceeded standards were higher than the district. This suggests that even though we are performing well in comparison to other schools in our district we need to continue to analyze our instructional practices to ensure we are meeting the needs of all students.
2. Based on the data, we made an increase overall in students who met and exceeded standard in grades 4, 5, and 7, but a significant drop was seen in grade 3. Grade 3 scores dropped 14%. This data suggests the need to have all teachers provide targeted small-group instruction in the areas of phonics and reading comprehension, as well as consistent use of Thinking Maps and Write From the Beginning strategies across all content areas to improve comprehension.

3. Based on the data, Research/Inquiry was the highest-performing area on the ELA CAASPP with 13.89 % of students scoring Above Standard. The data suggests the need for teachers to analyze student work samples and student assessment data at staff meetings and/or PLCs to share best practices, review exemplars, identify learning gaps, and participate in vertical articulation.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	59	68	65	0	67	65	0	67	65	0.0	98.5	100.0
Grade 4	70	77	66	0	76	66	0	76	66	0.0	98.7	100.0
Grade 5	79	86	75	0	85	75	0	85	75	0.0	98.8	100.0
Grade 6	48	90	77	0	89	76	0	89	76	0.0	98.9	98.7
Grade 7	74	164	194	0	161	194	0	161	194	0.0	98.2	100.0
Grade 8	46	201	158	0	200	157	0	200	157	0.0	99.5	99.4
All Grades	376	686	635	0	678	633	0	678	633	0.0	98.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.	2370.		5.97	3.08		31.34	13.85		17.91	27.69		44.78	55.38
Grade 4		2413.	2412.		0.00	4.55		15.79	12.12		34.21	40.91		50.00	42.42
Grade 5		2411.	2452.		4.71	4.00		2.35	13.33		21.18	32.00		71.76	50.67
Grade 6		2497.	2493.		19.10	13.16		10.11	23.68		30.34	21.05		40.45	42.11
Grade 7		2460.	2484.		7.45	12.89		13.04	8.76		20.50	25.77		59.01	52.58
Grade 8		2450.	2466.		4.50	3.18		4.00	11.46		20.50	24.20		71.00	61.15
All Grades	N/A	N/A	N/A		6.78	7.58		10.77	12.64		23.16	27.33		59.29	52.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.45	4.62		46.27	43.08		43.28	52.31
Grade 4		2.63	6.06		38.16	42.42		59.21	51.52
Grade 5		1.18	6.67		23.53	46.67		75.29	46.67
Grade 6		17.98	19.74		44.94	36.84		37.08	43.42
Grade 7		11.18	12.89		33.54	34.02		55.28	53.09
Grade 8		3.00	4.46		34.00	39.49		63.00	56.05
All Grades		7.37	9.32		35.69	39.02		56.93	51.66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.96	6.15		50.75	43.08		40.30	50.77
Grade 4		2.63	6.06		46.05	46.97		51.32	46.97
Grade 5		3.53	6.67		38.82	38.67		57.65	54.67
Grade 6		14.61	10.53		48.31	44.74		37.08	44.74
Grade 7		3.73	11.86		49.69	44.85		46.58	43.30
Grade 8		4.50	3.82		38.50	49.04		57.00	47.13
All Grades		5.75	7.90		44.54	45.18		49.71	46.92

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.45	1.54		61.19	69.23		28.36	29.23
Grade 4		0.00	6.06		64.47	57.58		35.53	36.36
Grade 5		0.00	2.67		49.41	58.67		50.59	38.67
Grade 6		11.24	11.84		50.56	53.95		38.20	34.21
Grade 7		6.83	12.89		49.69	51.55		43.48	35.57
Grade 8		3.00	2.55		52.00	55.41		45.00	42.04
All Grades		5.01	7.11		53.24	56.08		41.74	36.81

Conclusions based on this data:

1. Based on the school-wide data, the results of students who met or exceeded standards were higher than the district. This suggests that even though we are performing well in comparison to other schools in our district we need to continue to analyze our instructional practices to ensure we are meeting the needs of all students through the consistent use of focused note-taking, interactive journals to support new learning and identify points of confusion in mathematics.
2. Based on the data, student overall achievement who met and exceeded standard increased more than 5% in grades 5, 6, and 8, but there was a significant drop was seen in grade 3. Grade 3 scores dropped 20%. This data suggests the need for teachers and staff to reevaluate our mathematical instructional strategies to ensure we are meeting the needs of all students.
3. In all three areas, student performance data did not reach over 10% meeting Above Standard. The data suggests the continued need for teachers to analyze student work samples and student assessment data at staff meetings and/or PLCs to share best instructional practices, identify learning gaps, and participate in vertical articulation.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1425.5	1418.6	1377.5	1432.6	1427.2	1384.7	1408.6	1398.3	1360.4	33	33	39
1	1419.9	1446.6	1413.2	1439.8	1457.5	1421.4	1399.3	1435.0	1404.5	24	31	25
2	1468.7	1455.5	1448.5	1467.4	1456.9	1444.2	1469.4	1453.5	1452.2	29	26	27
3	1485.9	1492.4	1470.2	1477.8	1487.8	1464.5	1493.7	1496.4	1475.5	27	33	28
4	1503.5	1514.9	1491.4	1496.4	1504.5	1488.6	1510.3	1524.9	1493.8	30	39	28
5	1502.6	1526.5	1507.5	1495.8	1521.9	1505.1	1509.1	1530.7	1509.5	21	36	35
6	1488.8	1536.9	1526.2	1487.3	1532.5	1518.5	1490.0	1540.8	1533.4	17	25	31
7	1526.3	1509.2	1493.9	1513.2	1493.3	1482.5	1539.0	1524.6	1504.9	20	66	72
8	1570.8	1529.8	1515.5	1568.9	1524.0	1504.4	1572.4	1535.2	1526.0	13	89	62
All Grades										214	378	347

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	6.06	2.56	30.30	30.30	43.59	51.52	51.52	23.08	6.06	12.12	30.77	33	33	39
1	4.17	6.45	0.00	12.50	29.03	24.00	54.17	35.48	32.00	29.17	29.03	44.00	24	31	25
2	0.00	0.00	0.00	65.52	26.92	25.93	27.59	61.54	62.96	6.90	11.54	11.11	29	26	27
3	7.41	15.15	0.00	44.44	42.42	32.14	40.74	36.36	46.43	7.41	6.06	21.43	27	33	28
4	6.90	23.08	10.71	55.17	38.46	25.00	24.14	35.90	35.71	13.79	2.56	28.57	29	39	28
5	9.52	19.44	14.29	23.81	47.22	31.43	38.10	30.56	40.00	28.57	2.78	14.29	21	36	35
6	35.29	40.00	19.35	17.65	20.00	38.71	11.76	24.00	29.03	35.29	16.00	12.90	17	25	31
7	5.26	9.09	9.86	42.11	39.39	21.13	47.37	27.27	30.99	5.26	24.24	38.03	19	66	71
8	38.46	16.85	8.06	46.15	32.58	35.48	7.69	28.09	27.42	7.69	22.47	29.03	13	89	62
All Grades	10.85	14.81	7.80	38.68	34.92	30.64	35.85	34.39	34.39	14.62	15.87	27.17	212	378	346

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.06	12.12	10.26	48.48	33.33	35.90	36.36	42.42	20.51	9.09	12.12	33.33	33	33	39
1	4.17	19.35	4.00	25.00	35.48	36.00	54.17	32.26	32.00	16.67	12.90	28.00	24	31	25
2	17.24	7.69	3.70	34.48	30.77	25.93	37.93	53.85	55.56	10.34	7.69	14.81	29	26	27
3	18.52	21.21	3.57	40.74	42.42	42.86	29.63	24.24	35.71	11.11	12.12	17.86	27	33	28
4	27.59	28.21	21.43	44.83	46.15	35.71	24.14	17.95	28.57	3.45	7.69	14.29	29	39	28
5	23.81	36.11	25.71	42.86	44.44	51.43	14.29	16.67	14.29	19.05	2.78	8.57	21	36	35
6	35.29	40.00	32.26	23.53	36.00	35.48	5.88	8.00	29.03	35.29	16.00	3.23	17	25	31
7	15.79	19.70	12.68	42.11	37.88	36.62	36.84	22.73	18.31	5.26	19.70	32.39	19	66	71
8	30.77	21.35	19.35	53.85	40.45	38.71	7.69	21.35	16.13	7.69	16.85	25.81	13	89	62
All Grades	18.40	22.49	15.32	39.62	39.15	37.86	29.72	25.13	24.86	12.26	13.23	21.97	212	378	346

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.15	6.06	0.00	18.18	27.27	23.08	51.52	48.48	53.85	15.15	18.18	23.08	33	33	39
1	0.00	9.68	0.00	12.50	16.13	8.00	41.67	29.03	32.00	45.83	45.16	60.00	24	31	25
2	0.00	0.00	0.00	58.62	26.92	25.93	31.03	42.31	48.15	10.34	30.77	25.93	29	26	27
3	7.41	12.12	0.00	18.52	33.33	14.29	55.56	36.36	46.43	18.52	18.18	39.29	27	33	28
4	10.34	10.26	7.14	27.59	46.15	21.43	31.03	28.21	25.00	31.03	15.38	46.43	29	39	28
5	4.76	13.89	5.71	14.29	19.44	14.29	42.86	47.22	40.00	38.10	19.44	40.00	21	36	35
6	11.76	24.00	12.90	41.18	16.00	25.81	5.88	28.00	38.71	41.18	32.00	22.58	17	25	31
7	5.26	7.58	5.63	31.58	19.70	16.90	52.63	40.91	23.94	10.53	31.82	53.52	19	66	71
8	23.08	12.36	6.45	38.46	22.47	20.97	30.77	34.83	32.26	7.69	30.34	40.32	13	89	62
All Grades	8.02	10.58	4.62	28.30	24.87	19.08	39.62	37.30	36.13	24.06	27.25	40.17	212	378	346

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	42.42	18.18	12.82	48.48	66.67	56.41	9.09	15.15	30.77	33	33	39
1	16.67	32.26	16.00	79.17	64.52	68.00	4.17	3.23	16.00	24	31	25
2	27.59	7.69	14.81	72.41	84.62	66.67	0.00	7.69	18.52	29	26	27
3	22.22	30.30	32.14	66.67	57.58	39.29	11.11	12.12	28.57	27	33	28
4	44.83	61.54	35.71	48.28	33.33	46.43	6.90	5.13	17.86	29	39	28
5	23.81	16.67	22.86	57.14	75.00	71.43	19.05	8.33	5.71	21	36	35
6	23.53	20.00	16.13	47.06	60.00	64.52	29.41	20.00	19.35	17	25	31
7	21.05	6.06	1.41	63.16	65.15	47.89	15.79	28.79	50.70	19	66	71
8	38.46	10.23	4.84	53.85	62.50	56.45	7.69	27.27	38.71	13	88	62
All Grades	29.72	20.16	14.16	59.91	62.60	56.36	10.38	17.24	29.48	212	377	346

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.06	9.09	12.82	72.73	63.64	46.15	21.21	27.27	41.03	33	33	39
1	0.00	16.13	0.00	70.83	61.29	52.00	29.17	22.58	48.00	24	31	25
2	17.24	19.23	14.81	62.07	65.38	70.37	20.69	15.38	14.81	29	26	27
3	25.93	27.27	14.29	55.56	45.45	60.71	18.52	27.27	25.00	27	33	28
4	27.59	20.51	17.86	62.07	66.67	71.43	10.34	12.82	10.71	29	39	28
5	52.38	66.67	57.14	28.57	22.22	28.57	19.05	11.11	14.29	21	36	35
6	41.18	60.00	48.39	29.41	24.00	48.39	29.41	16.00	3.23	17	25	31
7	36.84	37.50	39.44	52.63	42.19	32.39	10.53	20.31	28.17	19	64	71
8	58.33	31.46	43.55	25.00	50.56	37.10	16.67	17.98	19.35	12	89	62
All Grades	25.59	32.18	31.21	54.98	48.94	45.66	19.43	18.88	23.12	211	376	346

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	12.12	0.00	81.82	72.73	76.92	6.06	15.15	23.08	33	33	39
1	4.17	25.81	4.00	41.67	16.13	20.00	54.17	58.06	76.00	24	31	25
2	17.24	3.85	7.41	75.86	65.38	51.85	6.90	30.77	40.74	29	26	27
3	11.11	3.03	0.00	62.96	57.58	53.57	25.93	39.39	46.43	27	33	28
4	3.45	5.13	3.57	62.07	66.67	46.43	34.48	28.21	50.00	29	39	28
5	9.52	11.11	8.57	42.86	61.11	45.71	47.62	27.78	45.71	21	36	35
6	11.76	24.00	12.90	41.18	32.00	35.48	47.06	44.00	51.61	17	25	31
7	5.26	7.58	8.45	63.16	36.36	25.35	31.58	56.06	66.20	19	66	71
8	58.33	17.98	11.29	25.00	25.84	27.42	16.67	56.18	61.29	12	89	62
All Grades	12.32	12.43	6.94	59.24	44.44	40.17	28.44	43.12	52.89	211	378	346

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.24	15.63	28.21	45.45	59.38	46.15	30.30	25.00	25.64	33	32	39
1	4.17	3.23	0.00	50.00	61.29	64.00	45.83	35.48	36.00	24	31	25
2	6.90	0.00	3.70	68.97	57.69	77.78	24.14	42.31	18.52	29	26	27
3	14.81	30.30	3.57	74.07	60.61	67.86	11.11	9.09	28.57	27	33	28
4	24.14	35.90	17.86	65.52	58.97	50.00	10.34	5.13	32.14	29	39	28
5	0.00	22.22	20.00	76.19	72.22	54.29	23.81	5.56	25.71	21	36	35
6	17.65	40.00	29.03	58.82	48.00	58.06	23.53	12.00	12.90	17	25	31
7	10.53	18.46	8.45	84.21	64.62	53.52	5.26	16.92	38.03	19	65	71
8	7.69	6.82	6.45	84.62	76.14	67.74	7.69	17.05	25.81	13	88	62
All Grades	13.21	17.60	12.72	65.57	64.80	59.25	21.23	17.60	28.03	212	375	346

Conclusions based on this data:

- Based on the data, since 2020-2021 the number of students tested has increased by 133 students, however, this number has decreased slightly from last year by 31 students. The largest increase in ELPAC test takers by grade (7th and 8th) is reflected in the increased student population in those two grade levels due to becoming the feeder school for other schools in the district and fewer students redesignating in grades K-6. This data supports our district and school priority to IELD and DELD.
- Based on the data, students performing Level 4 on Overall Language dropped 7% from 21-22. In addition, students performing Well Developed and Somewhat/Moderately dropped domain performance in all four areas (Reading, Writing, Listening, and Speaking). The data indicates a consistent focus to teach and embed, through all content areas, SEAL and Thinking Map organizers to support academic vocabulary development and reading comprehension. As well as have teachers routinely review EL data to determine the best instructional strategies to maximize student learning. The administrative team will also need to support each classroom with regular, consistent classroom visits during DELD time.

3. Based on the data, the ELPAC sub-component of Reading was an area of identified need since most students were identified in the Beginning level (37.%). These findings support our need to place great emphasis on building reading comprehension strategies schoolwide through AVID strategies like focused note-taking (AVID), Thinking Maps, and Write From the Beginning (Response to Text).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
923	85.6	43.1	1.0
Total Number of Students enrolled in Monte Vista School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	398	43.1
Foster Youth	9	1.0
Homeless	106	11.5
Socioeconomically Disadvantaged	790	85.6
Students with Disabilities	106	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	42	4.6
Filipino	1	0.1
Hispanic	872	94.5
Two or More Races	1	0.1
Pacific Islander		
White	6	0.7

Conclusions based on this data:

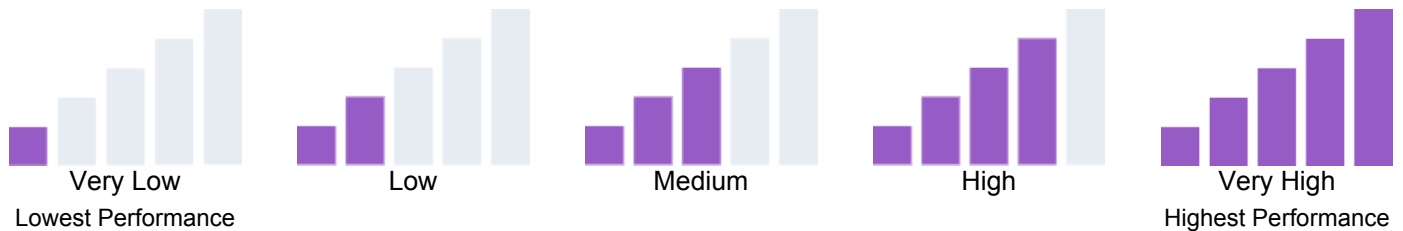
1. Based on data, our homeless population continued to drop this past year to 11.5%, indicating that we are now serving fewer families in need. This is the same percentage for Students with Disabilities, also representing 11.5% of our student enrollment. This indicates the need to provide additional supports to ensure we are engaging and supporting all learners.
2. We continue to serve high levels of students categorized as Socioeconomically Disadvantaged (85%), representing mainly a large number of students whose parents/guardians did not receive a high school diploma. It is important to note that the previous year's enrollment data indicates that this category has been decreasing over the years, possibly indicating a potential level of gentrification in the area we serve. This will require continued focus on a school-wide approach to high-quality standards-based instruction and targeted intervention supports.
3. Based on our enrollment data by Race/Ethnicity, we continue to serve primarily Hispanic students (94.5%) and a small but constant percentage of Asian students (4.6%). This data, combined with our levels of English Learner population (43.1%), confirms the continued need for parent Spanish Language support for communication and training purposes.

School and Student Performance Data

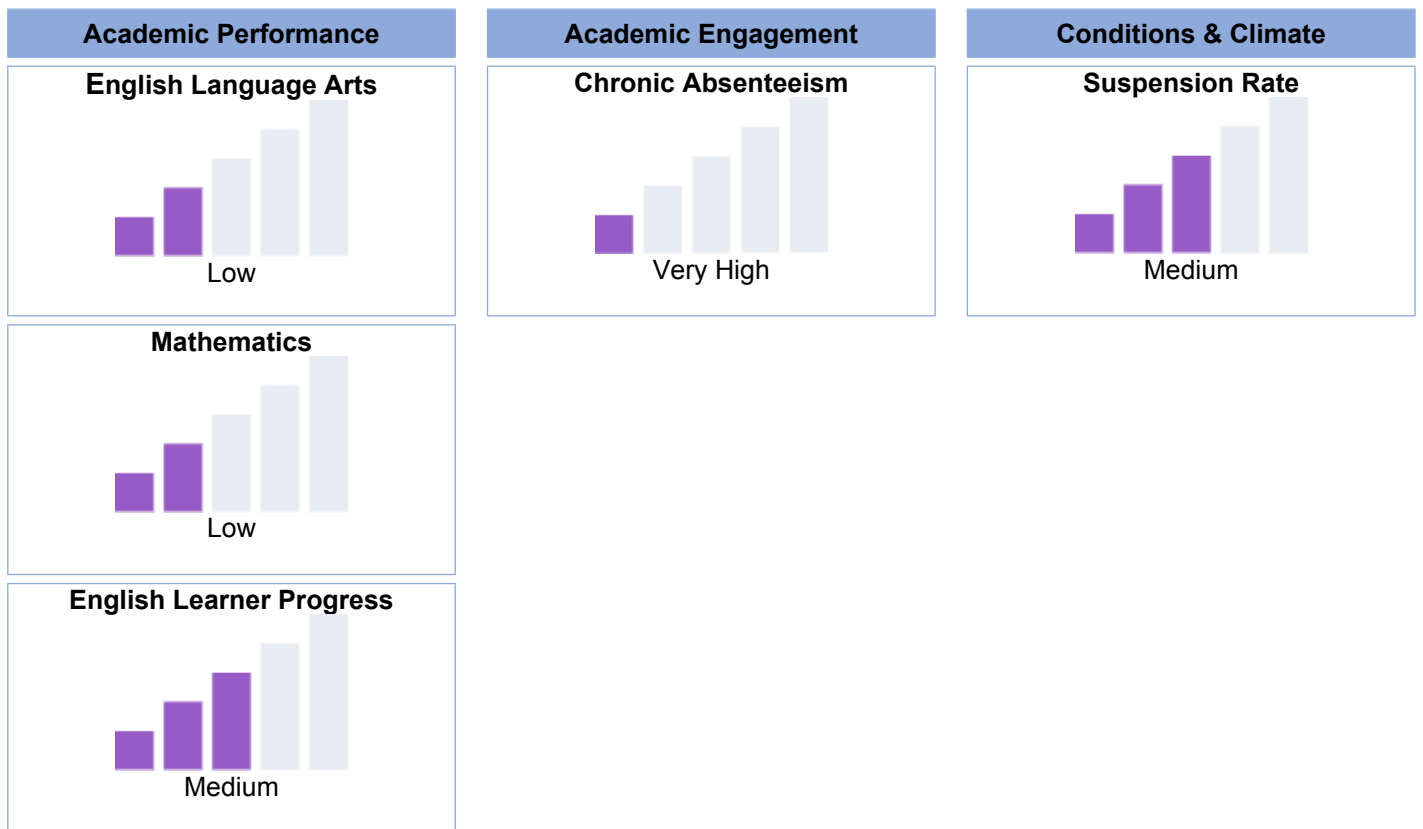
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The 2022 California Dashboard shows Medium results in the areas of Suspension Rate and English Learner Progress. This reflects the continued need for additional academic EL interventions and behavior interventions for our school, as reflected in our SPSA's Goals 4 & 5.

2. The 2022 California Dashboard shows Low results in the academic areas of English Language Arts and Mathematics. This reflects the need for targeted, academic instructional strategies and academic interventions for our school, as reflected in our SPSA's Goals 1 & 2.
3. Based on the 2022 California Dashboard, the greatest area of need is Chronic Absenteeism. This reflects the need to increase our efforts in reaching out to our targeted subgroups to improve attendance.

School and Student Performance Data

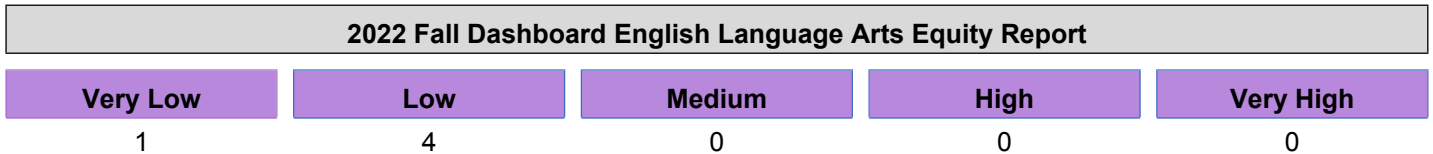
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

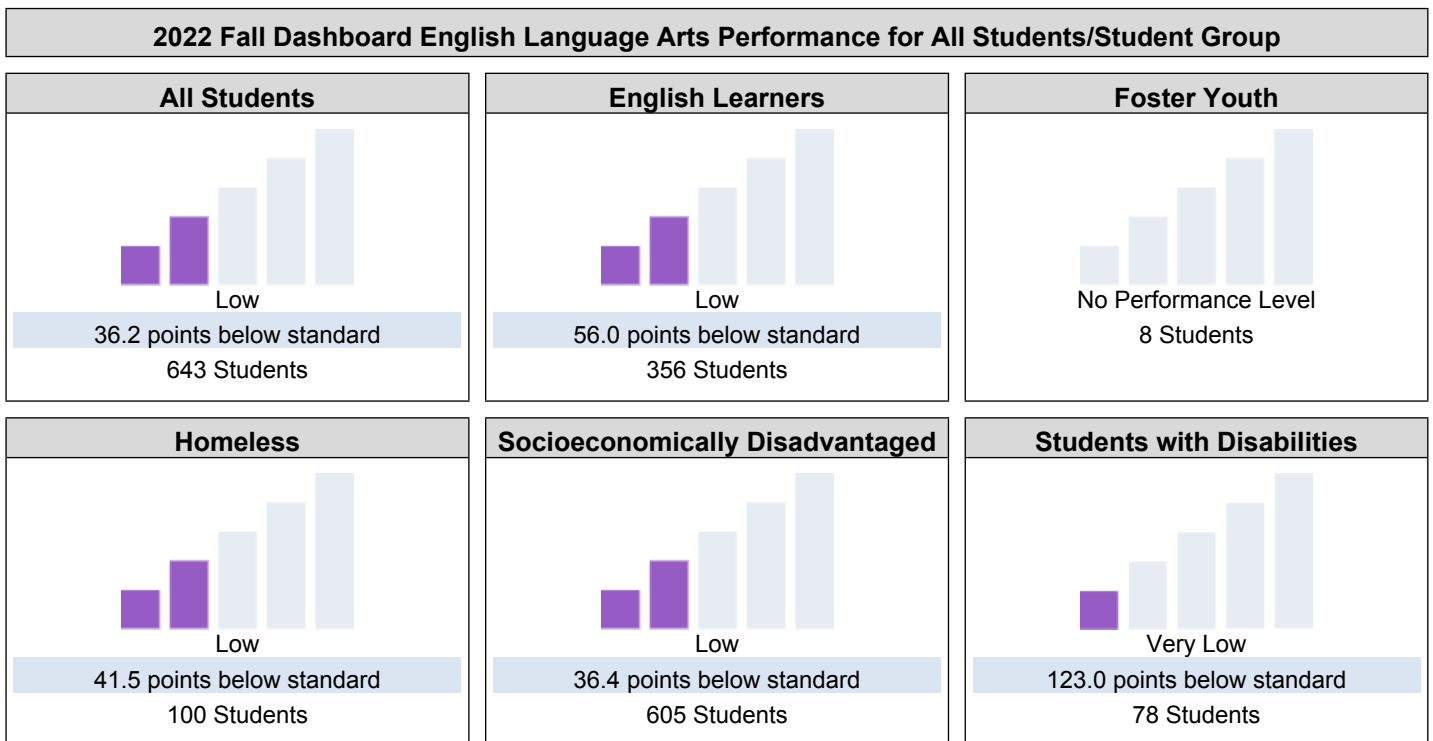
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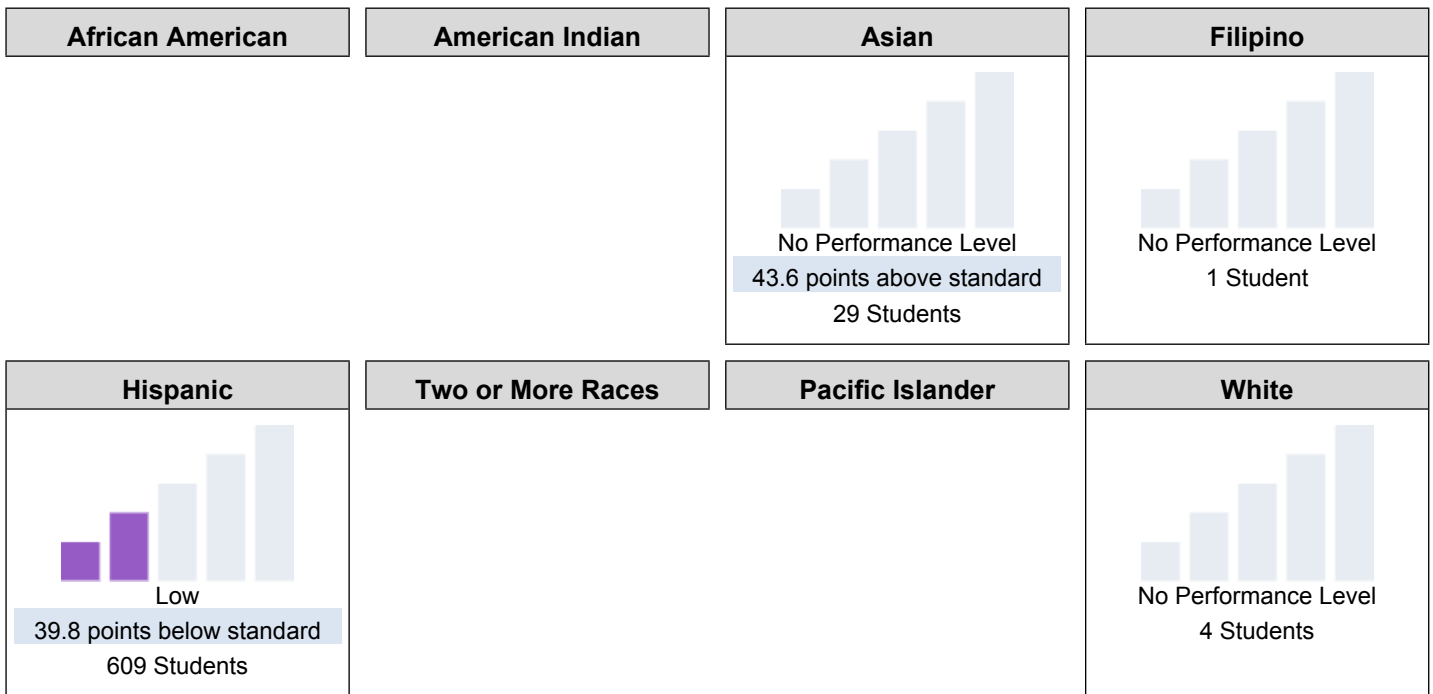
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.1 points below standard 234 Students	26.7 points above standard 122 Students	36.6 points below standard 201 Students

Conclusions based on this data:

1. In Language Arts, all subgroups, with the exception of Students with Disabilities, scored at the Low-performance level. This demonstrates the need to increase access to targeted academic interventions for all subgroups.
2. In Language Arts, Students with Disabilities scored Very Low and were 123 points below standard. This is double what it was pre-pandemic. (66.8) This reflects the result of their increasing gap in performance and learning brought about by the pandemic and online learning. This reinforces the need to provide additional interventions for this targeted group, as well as an analysis of instructional strategies to target their learning needs.
3. The 2022 Fall Dashboard ELA Data Comparisons for English Learners (ELs) demonstrates the large disparity between English Learner performance in comparison with Reclassified English Learners (RFEP) and English Only (EO) students. Current English Learners scored 62.5 points below English-only students, and 72.4 points below Reclassified English learners. We will continue to place great emphasis on strategies/activities dedicated to English Language Learners (SPSA Goal 4) to continue to make steady progress to acquire the knowledge and skills necessary to be on track for college and career readiness at their grade level.

School and Student Performance Data

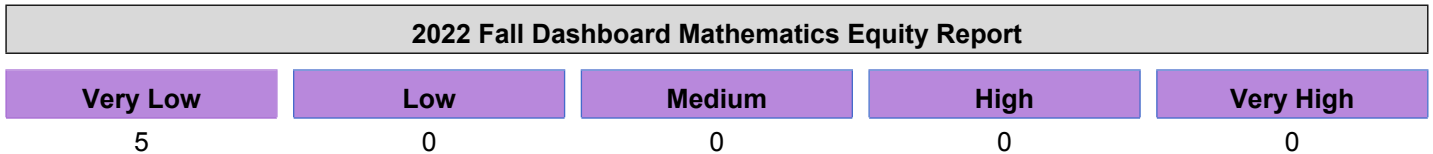
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

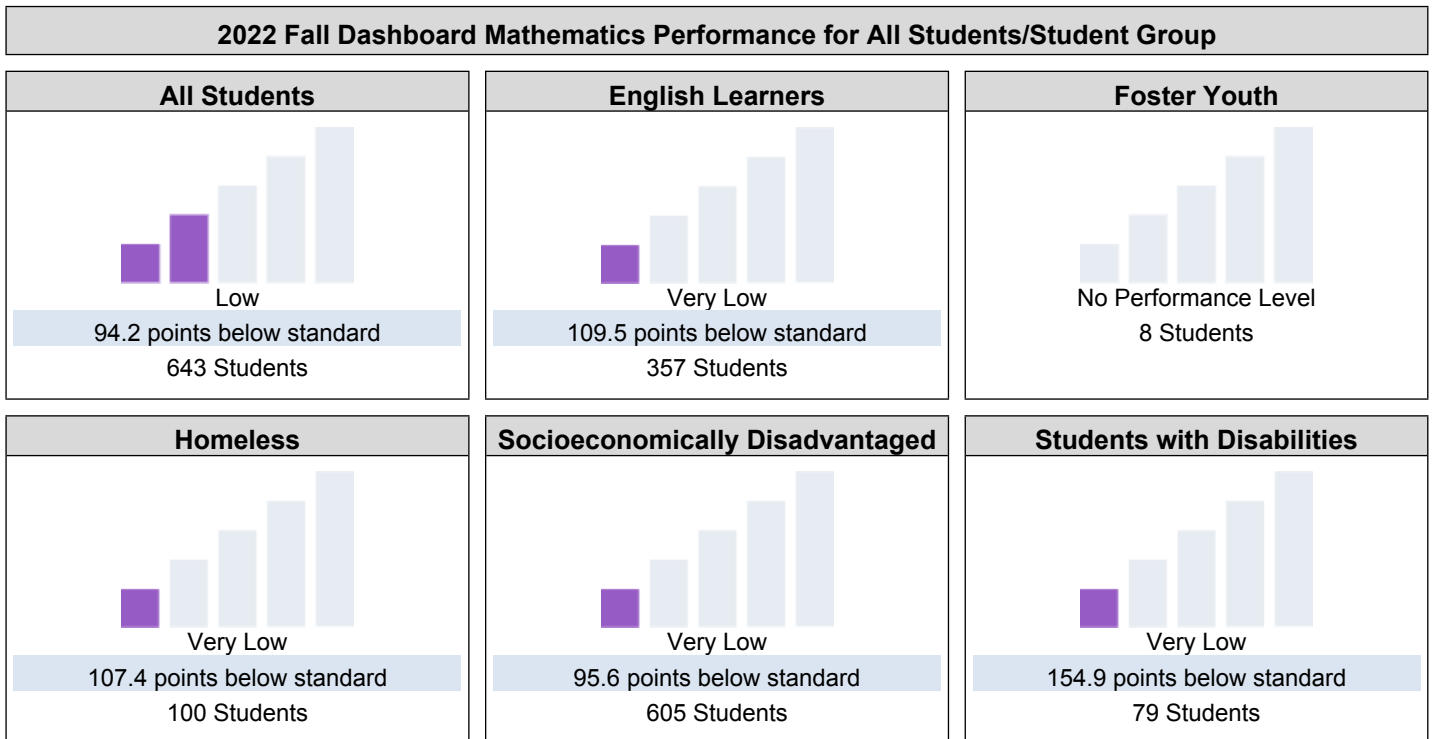
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



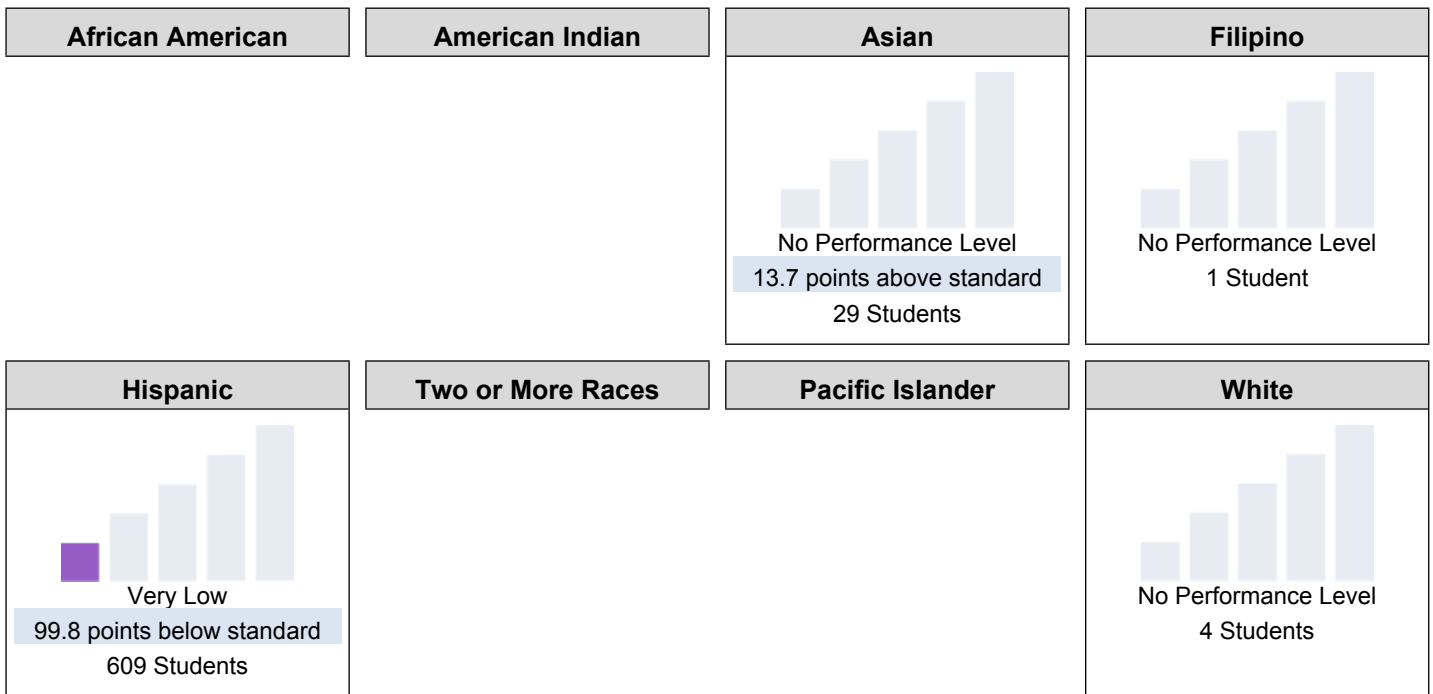
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.3 points below standard 235 Students	44.3 points below standard 122 Students	91.7 points below standard 200 Students

Conclusions based on this data:

1. In Mathematics, the English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups are at the (Very Low Level). This demonstrates the long-term impacts on student learning brought about by the pandemic. This reinforces the need to continue focusing on teaching students to carry out mathematical procedures with precision and fluency and to show and apply their problem-solving skills in all grades, as included in our SPSA.
2. English Learners (109.5 points below standard) and Homeless (107.4 points below standard) subgroups had similar performance levels. This reinforces the increased need to analyze the current strategies/activities, as well as interventions, for these two subgroups in order to better meet their academic needs.
3. The 2019 Fall Dashboard Mathematics Data Comparisons for English Learners chart demonstrates the great disparities in results from current English Learners in comparison to English Only students, even though both subgroups are below the standard in Mathematics. We will continue to place great emphasis on strategies/activities dedicated to English Language Learners (SPSA Goal 4) to continue to make steady progress to acquire the knowledge and skills necessary to be on track for college and career readiness at their grade level.

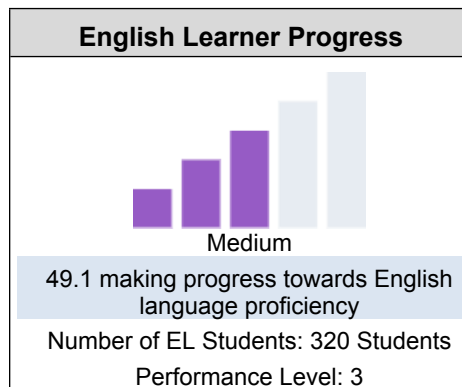
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6%	30.3%	3.4%	45.6%

Conclusions based on this data:

1. Based on the 2022 California Dashboard data, 49.1% of our English Learner student population is making progress towards English Language Proficiency.
2. Of all English Learners, 45.6% made adequate progress of at least one ELPI level while 3.4% maintained the highest level of proficiency.
3. Further data analysis is needed to determine patterns and details on the 20.6% of English Learners who decreased one ELPI Level. This subgroup will be part of our SPSA Goal 4 under the greatest need for targeted academic and language supports.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

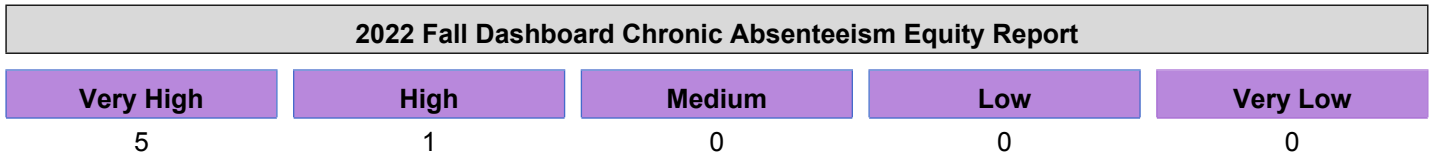
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

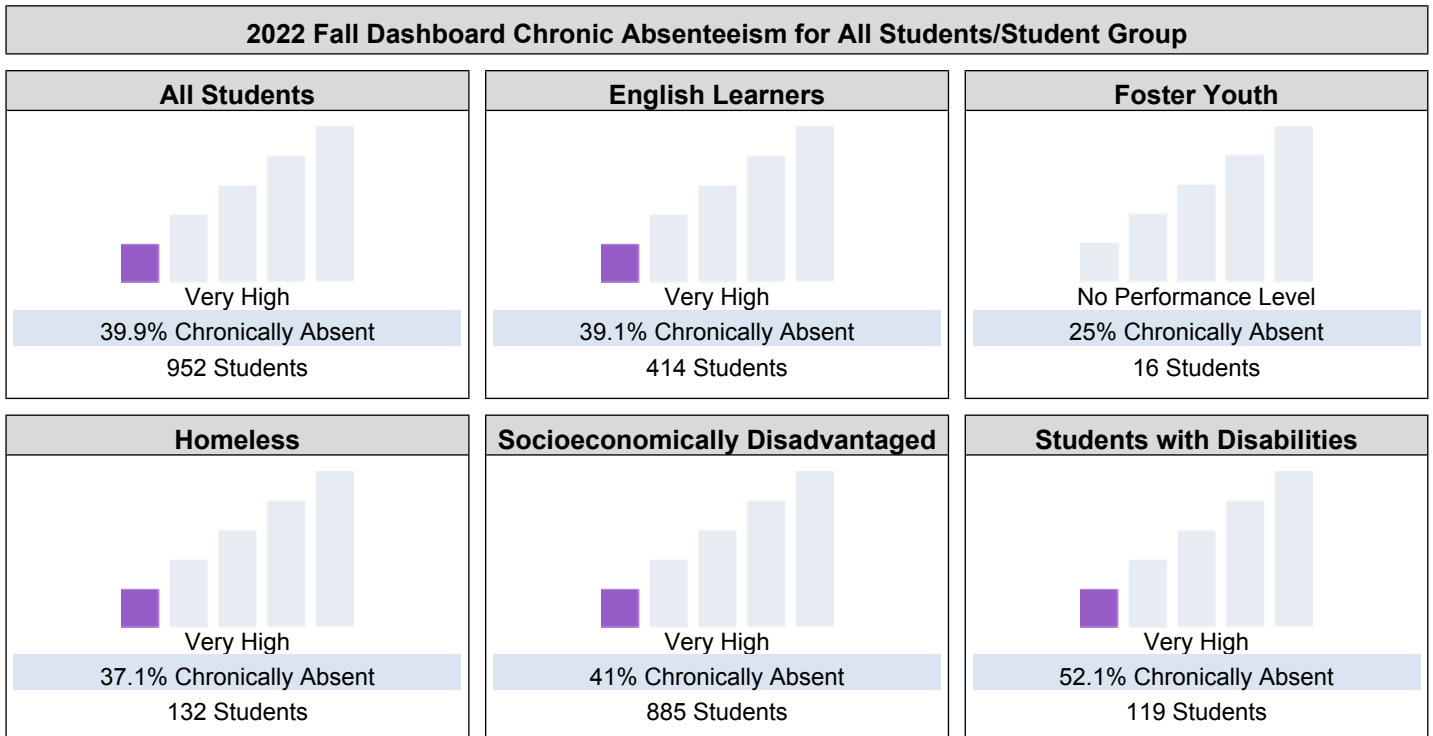
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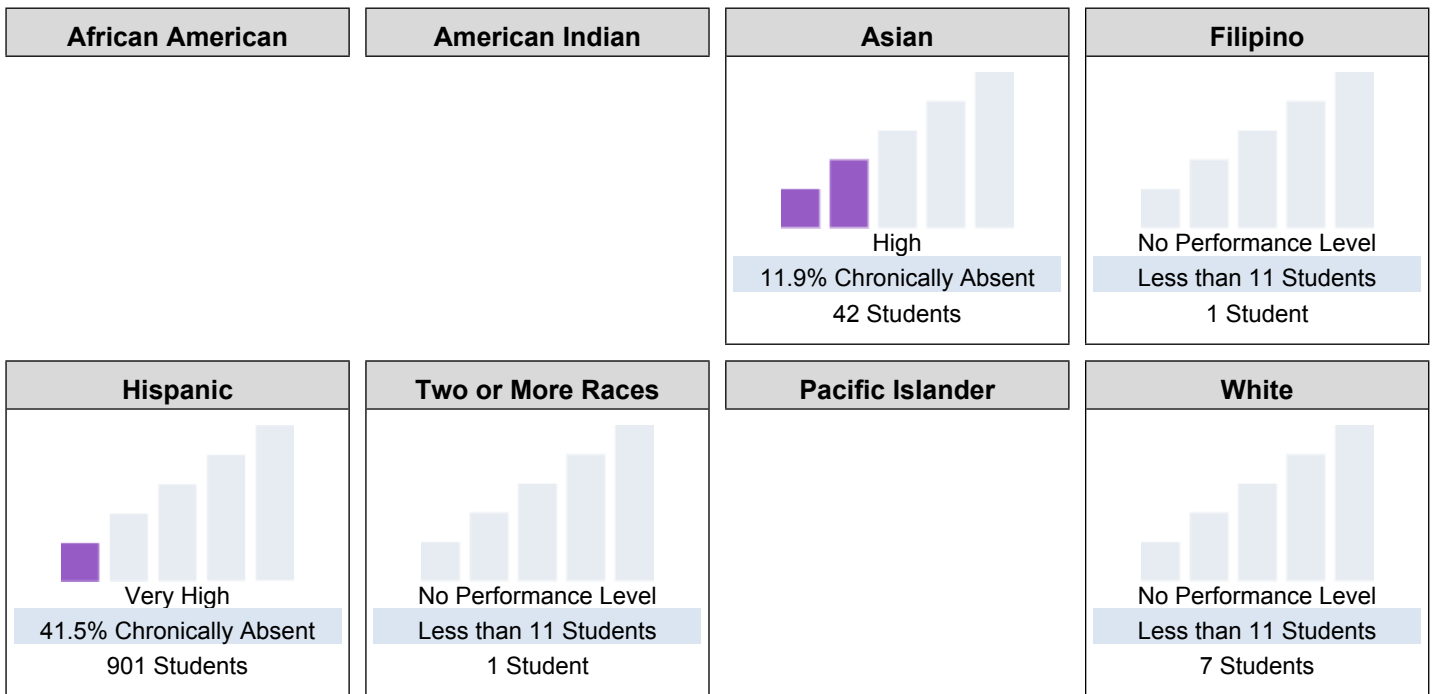
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. In the state indicator of Chronic Absenteeism, Monte Vista students are chronically absent at a rate of 39.9%, a dramatic increase in chronic absenteeism from previous years. This is indicative of the long-term difficulty students and parents have in resuming school since the pandemic. This demonstrates the need for a continued focus placed on attendance events, including parent informational meetings and student recognition events to improve attendance.
2. Based on the data, all subgroups (English Learners, Homeless, Socioeconomically Disadvantaged, Hispanics, and Students with Disabilities) have a Very High rate of chronic absenteeism. This demonstrates the need for a continued focus placed on attendance events, including parent informational meetings and home communication, as well as student recognition events to improve attendance.
3. Of all subgroups, Students with Disabilities had the highest rate of chronic absenteeism at 52.1%. This reflects a new reality in this subgroup's and their families' connection to school. This is over 10% greater than any other subgroup. This demonstrates the need, specifically for this subgroup, for increased outreach and communication from the school to encourage improved attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

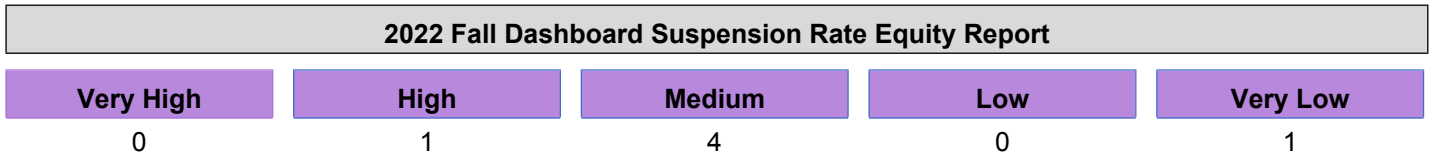
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

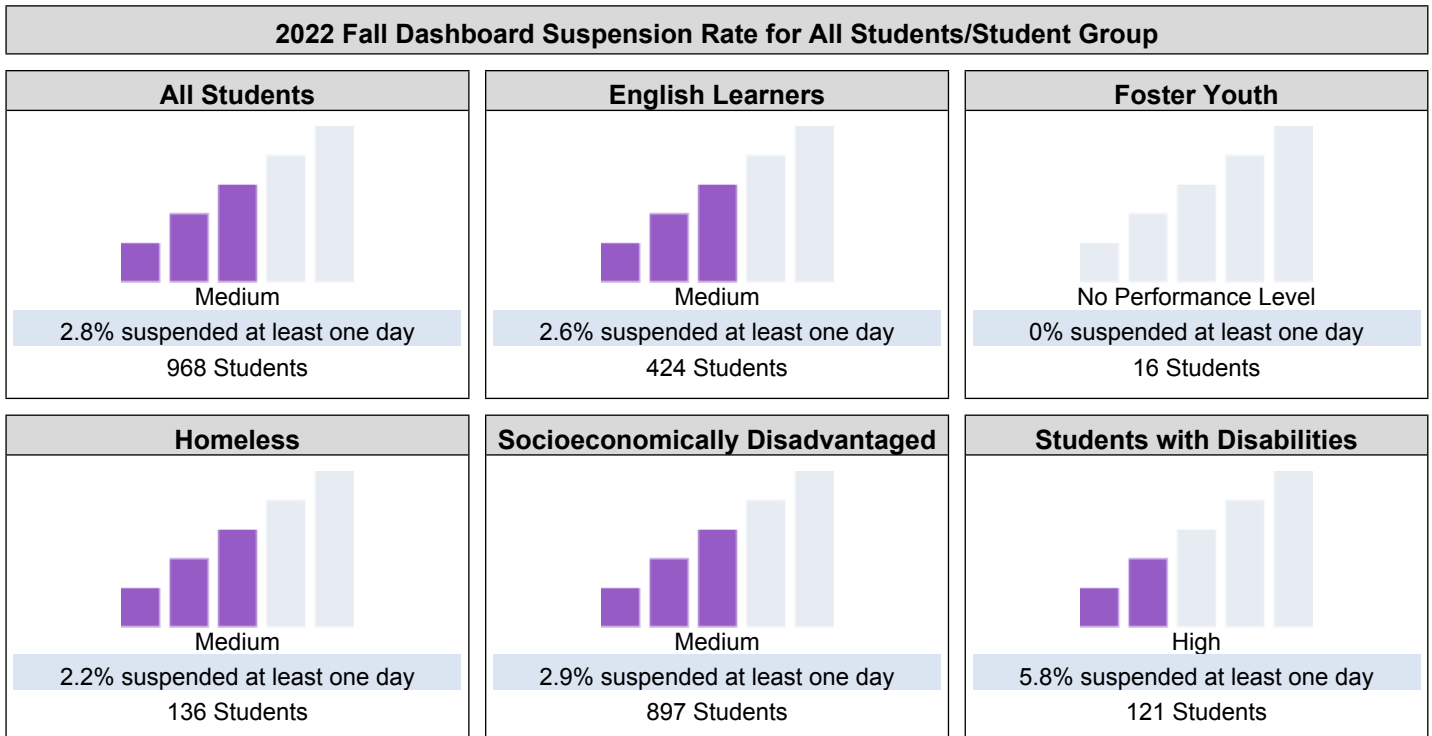
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



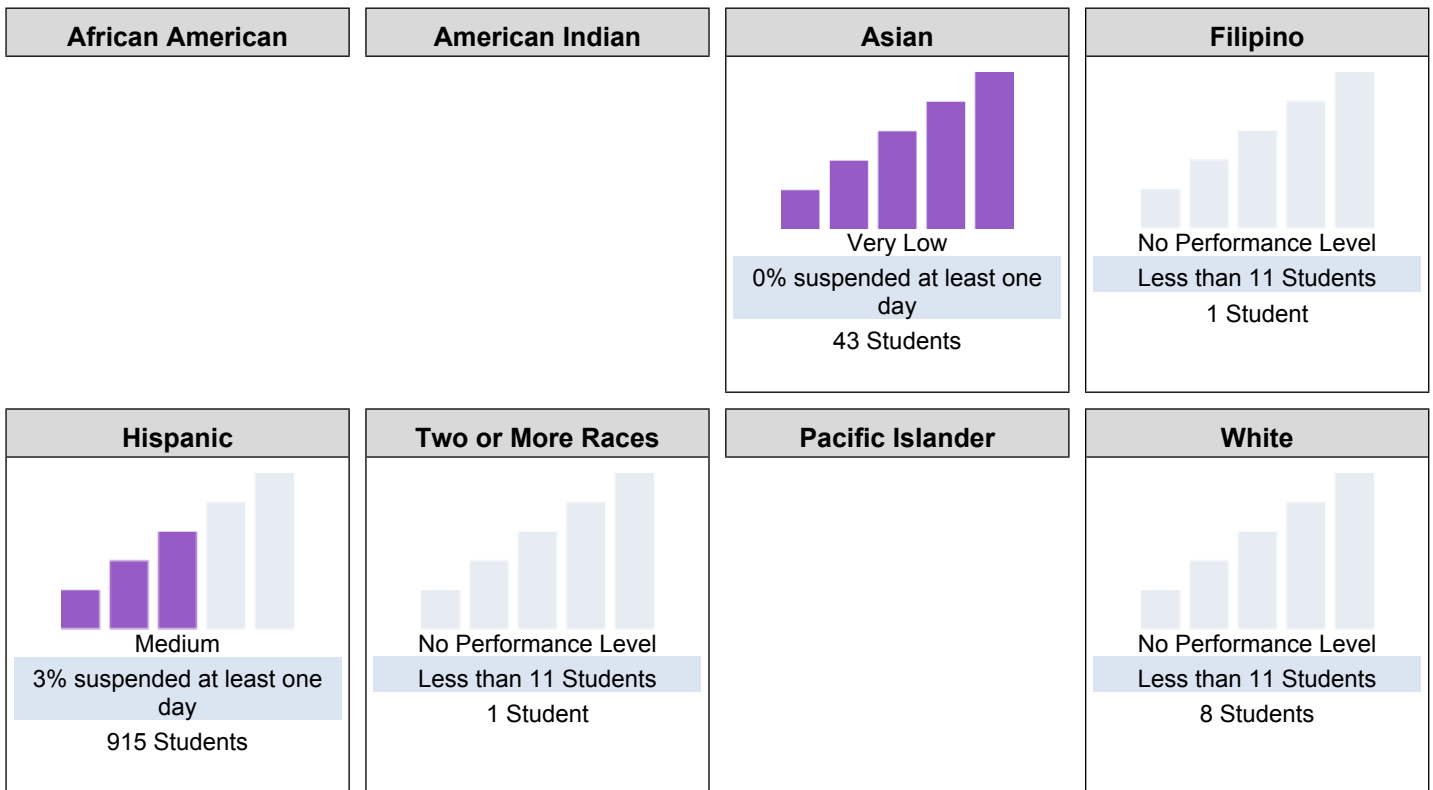
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Based on the data, the greatest need under the Suspension Rate data is Students with Disabilities at 5%. This demonstrates the continued need for more SEL services and counseling services, as well as staff professional development in the area of Other Means of Correction for this subgroup.
- Based on the data, the overall Suspension Rate is 2.8%, this is consistent with the 2019 data. This indicates that we are being consistent with our behavioral interventions, but are in need of re-examining our present support systems to improve the overall school climate.
- Based on the data, the Suspension Rate for the Hispanic sub-group has remained consistent since 2019, remaining at 3%. The Socioeconomically Disadvantaged sub-group currently is at 2.9%, a drop from the 2019 data from 3.2%. This demonstrates that we have made progress in providing SEL and behavioral supports for students, but still need to analyze our current practices and data to improve the overall school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Each student will increase by one proficiency level or maintain met the standard or exceeds the standard level in language art and math. The District school-wide increase goal in ELA is 5%.

Goal 1

By June 2024, the percentage of students including Disadvantaged, Special Needs, Migrant, Homeless, Foster Youth, and GATE students, attaining meeting or exceeding the standards on the CAASPP and District common assessments (IABs) will increase by 6% (42%). For English Learners, the percentage of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will also increase by 5% (16%).

Identified Need

Based on our 2022-2023 CAASPP ELA results and our needs assessment review of diagnostic and grade-level common assessments, the Monte Vista student population continues to struggle with reading comprehension. More specifically, our students are struggling with the ability to infer, synthesize, and evaluate text at grade level. We believe that the currently adopted ELA curriculum does not sufficiently support inquiry at higher levels of depth of knowledge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Diagnostic Online Reading Assessment (DORA) District Grade-Level common assessments <ul style="list-style-type: none"> IAB (Interim Assessment Block) testing S.T.A.R. reading assessment California Dashboard	36% of 3rd-8th grade students have met or exceeded grade level standards based on 2022-2023 ELA CAASPP scores.	42% of 3rd-8th grade students will meet or exceed grade-level standards in ELA CAASPP scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). During the 2023-2024 school year, we plan to focus on the ELA area of reading comprehension and the effective implementation and monitoring of online support programs.

Professional Development in the area of ELA for our staff will be mainly focused on the following, but not limited to:

- Foundational Reading Skills, especially in the area of phonics
- Close Reading and AVID WICOR Strategies (i.e. annotations, writing in the margins, highlighting, citing evidence)
- SEAL Strategies (i.e. Sentence Frames, graphic organizers)
- Thinking Maps and Write From the Beginning
- Effective implementation and monitoring of online support programs
- Any other topics related to improving Reading Comprehension and Reading Fluency
- Technology Integration topics (Schoology, Learning Ally, etc.)

To ensure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- Vertical articulation session/s to review diagnostic data and to align grade-level commitments.
- Administrators will improve their ability to facilitate grade-level data analysis and use the information to identify areas of focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Title I
5000-5999: Services And Other Operating Expenditures
ELA Professional Development /Conferences

Title I
1000-1999: Certificated Personnel Salaries
In-house Training and Planning - teacher extra duty (see activity 5 in this goal)

2,000.00

Title I
4000-4999: Books And Supplies
Books and materials to improve teaching practice in ELA - Reading Foundational Skills and Reading Comprehension

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tk-3 students

Strategy/Activity

The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.

To ensure the integrity of our process, we will ensure the following:

- Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies.
 - Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support our focus on reading comprehension.
 - Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support the foundational skills related to Reading Comprehension
- Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units.
- SEAL TOSAs will be encouraged and supported in the form of release time for model lessons, data reflection, etc.
 - Purchase poster maker and supplies for poster maker to create resources to support Thinking Maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies SEAL instructional materials and supplies (see Goal 4)
	Title I 1000-1999: Certificated Personnel Salaries Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on the newest years of implementation (see Goal 4)
6,000	Title I 4000-4999: Books And Supplies Poster maker purchase

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th-8th grade students

Strategy/Activity

The careful and strategic implementation of the 4th-8th grade Instructional Framework: AVID will be part of our plan.

To ensure the integrity of our process, we will ensure the following:

- AVID teachers in grade levels 4th-8th will meet at least quarterly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID strategies.
- AVID teachers and administrators will collaboratively identify resources and materials to support our focus on reading comprehension.
- Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support Reading Comprehension
- AVID Elementary teachers will collect AVID work samples and disaggregate data according to timelines, to inform and drive instruction.
- Middle School teachers will implement academic support structures, and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work.
- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.
- Through the AVID Elective class offered to targeted 7th and 8th-grade students and the AVID Elementary model for grades 4th-6th, effective curriculum, and intervention opportunities will be implemented.
- Provide time and resources to continue staff development and training on AVID strategies. This may be done as follows: AVID Conferences, AVID Strand and Content-based training, meetings, Grade level meetings, and data reflection sessions.
- Incorporate AVID Tutorials to support daily content-based learning in the classroom, given that we can secure the support of AVID Tutors
- Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with emphasis on organizational skills and ELA core concepts.
- Students will have the opportunity to participate in additional study trips to colleges, universities, and any college-going-culture events.

- The AVID site team will nominate and elect a dedicated AVID representative into our school Leadership team to participate in the school's budget development process.
- Purchase materials and resources to promote a college-going culture
- -Purchase poster maker and supplies for poster maker to create resources to support Thinking maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Professional Development/Conferences/ Summer Institute
	Title I 2000-2999: Classified Personnel Salaries AVID Tutors for AVID Tutorials (see Activity 4, Goal 1)
	Title I 2000-2999: Classified Personnel Salaries AVID Collaborative Study Groups, Classified extra-duty costs (see Activity 4, Goal 1)
15,000.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Student Study Trips to colleges/universities
20,000.00	Title I 4000-4999: Books And Supplies AVID instructional material and supplies, including test preparation materials, as required by AVID certification.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing far below grade level in ELA

Strategy/Activity

Instructional Supports for students at risk in the area of reading comprehension and ELA foundational skills will take place inside and outside of the regular instructional time.

To ensure the integrity of our process, we will ensure the following:

- Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model, etc.
- Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction.
- Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as extended support for those students at greatest risk. This is inclusive of temporary Intervention Instructional Assistant and/or Intervention Teacher positions.
- Teachers will utilize total group, small group, and individual assessments as needed.
- Study Trips as a classroom beyond the school campus. Through LCAP funds, students will attend 2 study trips per year. In order to increase educational opportunities and enhance the quality level of study trips for our most at-risk students, additional study trips and entrance fees will be funded through Title 1 funds. These entrance fees will be for trips above and beyond the base curriculum provided through LCAP funds.
- Educational Assemblies, in-school study trips, and Family Literacy Night will be held to provide increased educational opportunities in the areas of Visual and Performing Arts (VAPA), Language Arts, Science, and History/Social Studies.
- Allocate available resources to purchase additional Accelerated Reader books, computer software, other web-based instructional applications, videos, audiotape/book sets, and other materials to improve reading comprehension.
- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit all sub-groups for reading comprehension. These include but are not limited to the following: Imagine Learning, Lexia Core 5, ELA EDGE, Newsela Inc., EdPuzzle, Scholastics Storyworks, Seesaw, Read Naturally, SIPPS, Daily Language Review (DLR), timed-reading fluency practice, Reading Logs, Reading Journals, Readers' Library, My Avid Weekly, etc.
- Library Tech assists students in research, choosing literature, Accelerated Reading books, and free-choice books.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,625.00	Title I 2000-2999: Classified Personnel Salaries Library Tech
1,500.00	Title I 4000-4999: Books And Supplies Instructional classroom materials and supplies for academic targeted interventions and classroom use, as well as attendance incentives
32,000.00	Title I 4000-4999: Books And Supplies Reading Comprehension/Foundational skills programs (including software/computer programs)
	LCAP 4000-4999: Books And Supplies Purchase of High Interest AR leveled books
20,000.00	Title I 2000-2999: Classified Personnel Salaries Classified extra duty for during and after school small-group Intervention programs for at-risk students, inclusive of an instructional assistant position. This also includes a temporary instructional assistant position.
50,000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for Before and After School Academic Intervention programs for at-risk students, inclusive of a temporary intervention teacher position.
	LCAP 1000-1999: Certificated Personnel Salaries Intervention for in-school pull-out ELA Intervention Program (TOSA)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in ELA

Strategy/Activity

In order to successfully address the needs of our at-risk students, our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing,

assessing, and reflecting in our practices.

To ensure the integrity of our process, we will ensure the following:

- Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data.
- Support collegial learning through PLCs and grade-level collaborative sessions.
- Utilize data from assessments to modify and improve teaching and learning to better address the foundational gaps affecting reading comprehension of at-risk students.
- Teachers in grades TK-8 will evaluate current data results, map and weigh state content standards, and collaboratively create units of instruction.
- TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, lesson planning, etc. (LCAP)
- Provide time and resources to staff development in the area of reading/language arts. This may be done as follows: Staff meetings, grade-level meetings, data reflection sessions, and grade-level planning of units of study.
- Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions. (Formula funds)
- RSP teacher will assist teachers in the implementation of reading comprehension strategies to increase identified student’s success through pullout and push-in models.
- Technology Technician and Assessment Assistant will assist classroom teachers with DORA, Renaissance, and other technology Programs and Data Reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra duty and Substitute expenses for
extended grade level collaborative sessions,
planning, and data reflection

LCAP
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in ELA

Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- To help parents develop skills and abilities to support students with reading and writing at home, we will hold our annual Family Literacy Night.
- To reinforce the love of reading among students and the importance of building home libraries among students and parents, we will offer three Reading is Fundamental (RIF) events per year.
- Through our annual Road to College 6th-8th Parent-Student Academy / Career Day, parents and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college readiness.
- To support after-school participation, the Think Together After School Program will be provided for students in TK-8. Approximately 175-250 students will be served during the upcoming school year.
- To facilitate the transition of students between schools, the principals, school counselors, and 8th-grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Teachers in grades TK-5 will complete placement cards and share Reading/Language information for the transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program.
- School Library will be available to students to check out reading materials during extended Library Hours.
- Parent meetings will be held monthly to support the academic program, and to increase access to working parents, the meetings will be recorded and posted on our school website.
- Community Liaison will lead family engagement activities that include parent meetings and family events, and follow up with family needs, attendance, and referrals.
- Cell phone to be used by the office staff to communicate with parents regarding family needs, attendance, and referrals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67,813.00	Title I 2000-2999: Classified Personnel Salaries Community Liaison Salary
2,500.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Transition and Support-at-Home Materials for Parents, such as Summer Challenge Package, copies
5,000.00	Title I 4000-4999: Books And Supplies Supplies and Materials for Parent meetings
500.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Babysitting expenses
600.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Monthly phone communication charges for Community Liaison
250.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Membership Dues for PD
750.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Community Liaison Mileage Costs
1,200.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Fingerprinting services for parent volunteers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results.
- The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results.
- The Leadership Team will have a dedicated AVID representative and a dedicated classified staff member.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion on how to increase parent participation and effective communication.
- Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate.
- Communicate with the parents the progress of the school’s program effectiveness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Advisory Meeting materials and supplies (catering)
1,000.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Service equipment and materials for Poster Maker

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After the review of the previous year's SPSA, we have determined that even though our initial plan to hire a dedicated Intervention Teacher for 1st-2nd grade on foundational skills brought initial positive results regarding student outcomes in reading comprehension in lower grades, this was not sustainable since there is a shortage of qualified interested individuals. In trying to identify the effectiveness of our strategies/activities, we have determined that we need to continue to recruit both certificated and classified staff to deliver before or after-school interventions, including the possibility of hiring an additional instructional assistant.

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

All budgeted expenditures are in close alignment to the activities and strategies set for this goal focused on reading comprehension. There are no major differences between the intended implementation and/or the budgeted expenditures.

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

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be very minor changes to our existing activities/strategies. No changes will be made to our existing outcomes and metrics at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Each student will increase by one proficiency level or maintain met standard or exceeds the standards level in language arts and mathematics. The District school-wide increase goal in Math is 5%.

Goal 2

By June 2024, the percentage of students including Disadvantaged, Special Needs, Migrant, Foster Youth, Homeless, and GATE students, achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will increase by 7% (28%). For English Learners, the percentage of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will increase by 5% (12%).

Identified Need

The severity of the learning loss experienced through the pandemic is evident in our 2022-2023 CAASPP Math scores. The Monte Vista student population struggles the most with mathematical problem-solving and modeling strategies in measurement; however, a new area of concern has emerged in the upper grades: Algebra. More specifically, students are struggling with the ability to use appropriate tools and strategies to solve real-life mathematical problems, especially those that involve measurements and algebraic concepts. We believe that the currently adopted math curriculum does not sufficiently or adequately cover the mathematical concepts related to measurement. We also believe that students lack a strong math facts foundation. No changes will be made to our existing outcomes and metrics at this time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Adaptive Diagnostic Math Assessment (ADAM) District Grade-Level common assessments <ul style="list-style-type: none"> IAB (Interim Assessment Block) testing Adopted Math Curriculum assessment California Dashboard	21% of 3rd-8th grade students have met or exceeded grade level standards based on 2022-2023 Math CAASPP scores.	28% of 3rd-8th grade students will meet or exceed grade-level standards in Math CAASPP scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). We continue to provide mathematics instruction utilizing a newly adopted Mathematics Program as followed:

- CA Math Expressions by Houghton Mifflin Harcourt is the adopted math program for grades TK-5th.
- Big Ideas Math by Houghton Mifflin Harcourt is the adopted program for grades 6th-8th.

In Mathematics, during the 2023-2024 school year, we plan to focus on math problem-solving skills in the areas of measurement and algebra. More specifically, our students are struggling with the ability to explain and apply their problem-solving skills. In addition, we will focus on the effective implementation and monitoring of online support programs.

Professional Development in the area of Mathematics for our staff will be mainly focused on the following, but not limited to:

- Problem-solving skills through Math Talks
- Word problem strategies to break down the steps
- AVID Strategies (i.e. Focused Note Taking)
- Use of Interactive Notebooks to foster precision and problem-solving skills
- In-class small groups, targeted instruction, and intervention in mathematics
- Effective implementation and monitoring of supplemental online programs like Math Shelf, Reflex Math, NextGenMath, Math EDGE, etc.
- Any other topics related to how to best teach geometry and measurement

To ensure the integrity of our process, we will ensure the following:

- Vertical articulation session/s to review diagnostic data and to align grade-level commitments.
- Administrators will improve their ability to facilitate grade-level data analysis and use the information to identify areas of focus.
- Teachers in each grade level and Administrators will collaboratively develop a Professional Development Plan that best meets the needs of each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

	Mathematics Professional Development including conferences, In-house Training and Planning - teacher extra duty and substitutes (see activity 5 in this goal)
1,500.00	Title I 4000-4999: Books And Supplies Books and materials to improve teaching practice in Math - Problem Solving Strategies and math fluency

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tk-3 grade students

Strategy/Activity

The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level, which in turn will support students in explaining their reasoning when dealing with mathematical problems.

To assure integrity of our process, we will ensure the following:

- Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies.
- Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support our focus on concepts and procedures in geometry and measurement.
- Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support oral language explain development, especially as they relate to students’ ability to explain and apply mathematical concepts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

SEAL instructional materials and supplies that support math instruction (See Goal 4)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th-8th grade students

Strategy/Activity

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To assure the integrity of our process, we will ensure the following:

- AVID teachers in grade levels 4th-8th will meet as an AVID site team at least quarterly, in addition to regularly scheduled staff meetings and grade level PLCs, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID strategies that can support in the area of mathematics.
- AVID teachers and administrators will collaboratively identify resources and materials that can support our focus on mathematical concepts and procedures.
- Administrators will regularly visit classrooms and AVID tutorial sessions to observe the implementation of AVID strategies that support mathematics.
- All AVID teachers will administer AVID assessments (Binders, Note-Taking, Levels of Thinking, and Agenda Planning) and disaggregate data according to timelines, to inform and drive instruction.
- All AVID teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work.
- All AVID teachers will introduce and regularly utilize focused note-taking in their instruction in the area of mathematics.
- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.
- Through the AVID Elective class offered to targeted 7th and 8th grade students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.
- Incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors, with great emphasis on mathematics.
- Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with emphasis on organizational skills, and math core concepts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

AVID instructional material and supplies that support Mathematics (see Goal 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing far below grade level in Math.

Strategy/Activity

Instructional Supports for students at risk in the area of mathematical concepts and procedures will take place inside and outside of the regular instructional time.

To assure the integrity of our process, we will ensure the following:

- Teachers will regularly use explicit direct instruction and ensure that supplemental online programs do not supplant teacher instruction.
- Students will actively engage in learning mathematical problem-solving strategies per the Mathematics standards and Blueprint.
- With the implementation of the CAASPP and the Common Core-Compatible Instructional Framework, conceptual mathematics understanding will be developed through the use of math manipulatives and increasing mathematics vocabulary and language. Emphasis is placed on measurement and geometry.
- Teachers will identify and/or develop supplemental math resources (i.e. manipulatives), specifically in measurement and geometry.
- Teachers will develop and implement lessons that incorporate strategies such as: modeling, math talks, problem-solving skills, and the use of visual aids such as videos and anchor charts.
- Teachers will incorporate the use of manipulatives and visual aids/videos for all grade levels, based on student needs.
- Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model, etc.
- Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction.

- Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as extended support for those students at greatest risk.
- Teachers will utilize total group, small group, and individual assessments as needed.
- Allocate available resources to purchase math supplies, materials, and computer software, other web-based instructional applications, videos, audiotape/book sets, and other materials to improve in the area of mathematics concepts and procedures.
- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit all sub-groups for mathematics concepts and procedures. These include but are not limited to the following: Reflex Math, Math Shelf, Big Brainz, Think Central, ADAM, EDGE, NextGenMath, Moby Max, etc.
- Reflex Math software is to be used mainly for grades 1st – 5th in the classroom or at home for basic math facts fluency.
- Multiplication Math Facts Challenge for 3rd graders will be implemented in the classroom for successful mastering of basic math facts fluency. Students mastering their math facts will earn a t-shirt.
- Teachers will incorporate Performance Task practice materials to support at-risk 3rd-8th graders.
- Contracts and programs to increase and support the further development of mathematical concepts and academic vocabulary for our at-promise students, such as but not limited to Windtree Education Science and Tech Education
- Administrators will work with teachers to ensure that all students, including special education, GATE, and At-Risk, have equal access to educational opportunities addressing math skills development.
- Test-taking strategies will be taught to assist students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

Title I
4000-4999: Books And Supplies
Materials and supplies for academic interventions, and classroom academic challenges, including manipulatives and Task

	Performance materials for 3rd-8th at-risk students
20,000.00	Title I 4000-4999: Books And Supplies Math Supplemental Programs (including software/computer programs, but not limited to NextGen Math, Math shelf, etc. and Test preparation and Task Performance Programs for 3rd-8th at-promise students
	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for Before and After School Academic Intervention programs for at-promise students, inclusive of an intervention teacher position (See Activity 4, Goal 1)
	Title I 2000-2999: Classified Personnel Salaries Classified extra duty for during and after school small-group Intervention programs for at-risk students, inclusive of an instructional assistant position. (See Activity 4, Goal 1)
	LCAP 5800: Professional/Consulting Services And Operating Expenditures Windtree Education

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in Math

Strategy/Activity

In order to successfully address the needs of our at-promise students, our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting on our practices.

To assure the integrity of our process, we will ensure the following:

- Identify strengths and weaknesses in student achievement by grade level, based on assessment data (i.e. ADAM Skills Gap, IABs, etc.)
- Use data from diagnostic and benchmark assessments (i.e. ADAM) to identify or create math lessons and activities that meet student needs.
- PLC time will be protected for teachers to collaborate with grade-level partners and time will be mainly devoted to reviewing and consistently using grade-level standards and data to guide instruction.
- Teachers and Administrators will engage in vertical articulation to review and monitor assessments (ADAM, IABs, District benchmark assessments) to be given during the

appropriate testing windows based on the district assessment calendar and use the results to modify and improve teaching and learning.

- Support collegial learning through PLCs with staff articulation on best practices related to word problem strategies, modeling, Math Talks, and Think Alouds, referencing the 4th-8th UCI Math PDs.
- Prioritize, monitor, and coordinate math resources for educator learning in areas of need based on data.
- All grade levels will continue to reassess the alignment of mathematics instruction with grade-level standards.
- Support collegial learning through PLCs and grade-level collaborative sessions.
- Utilize data from assessments to modify and improve teaching and learning to better address the mathematics foundational gaps affecting students at risk.
- Teachers in grades K-8 will evaluate current data results, map and weigh state content standards, and collaboratively create year-long units of instruction.
- Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and materials and determine how to best meet the needs of all learners, and create targeted interventions to address the foundational skills gaps.
- TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc.
- Provide time and resources to continued staff development in the area of mathematics. This may be done as follows: Staff meetings, grade-level meetings, data reflection sessions, and grade level planning of units of study.
- Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions for identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- RSP teacher will assist teachers in the implementation of math strategies to increase identified students' success.
- Technology Technician and Assessment Assistant will assist classroom teachers with ADAM, Reflex Math, NextGenMath, EDGE, Math Shelf, and other technology Programs and Data Reports.
- Health Clerk will help support learning by monitoring the health needs of students.
- IMC Clerk will inventory all math materials and locate any missing materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra duty and Substitute expenses for
extended grade-level collaborative sessions,
planning, and data reflection

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in Math

Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- Family Math Night to help parents develop skills and abilities to support students with math facts, and word problem strategies.
- Through a Parent Math Class, parents are exposed to research-based strategies easily applicable to everyday home experiences to support students with math problem-solving skills related to measurement and algebra.
- To support after-school participation, Think Together After School Program will be provided for students in TK-8. Approximately 175 -185 students will be served during the 2022-2023 school year.
- To facilitate the transition of students between schools, the principals, school counselors, and 8th-grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Teachers in grades TK-5 will complete placement cards and share mathematics information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program.
- Parent meetings will be held monthly to support the academic program. These will be recorded and posted on our school website to increase access for our working families.
- Community Liaison to conduct parent meetings and follow up with family needs, attendance, and referrals.

- Technology Technician and Assessment Assistant will assist classroom teachers with ADAM, Math EDGE, and other technology online programs and data reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Community Liaison Salary (Included in Goal 1)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results.
- The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion how to increase parent participation and effective communication.
- Advisory school committees such as PAT, ELAC, AVID Site Team, Leadership, and Culture and Climate will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate.
- Communicate with the parents the progress of the school’s program effectiveness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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400.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Education Supplies and materials
	Translator (see Goal 1)
	Babysitting (see Goal 1)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After reviewing our 2022-2023 SPSA, we believe that the gaps in learning that resulted from the pandemic continue to negatively impact our students' CAASPP math results. In trying to optimize funding allocation efficiency, we have determined that online math support programs are still in need. Nonetheless, we will need to rethink the number of math programs needed and their intended purposes by grade levels/grade level spans.

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

All budgeted expenditures are in close alignment to the activities and strategies set for this goal. There are no significant differences between the intended implementation and/or budgeted expenditures.

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

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing activities/strategies. The main change in the goal is that the math focus area has now shifted back to conceptual understanding of mathematics, while still focusing on mathematical problem-solving skills. Another important change is the added focus on usage monitoring of online math intervention programs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Writing

LEA/LCAP Goal

Each student will increase by one proficiency level or maintain met the standards or exceed the standards level in language arts and mathematics.

Goal 3

All students, including each significant subgroup, will improve their writing skills as measured by local writing prompts based on the genres of writing indicated in the California Common Core Standards for each grade level. The percent of all students in grades TK-8 including Disadvantaged, ELL, Special Needs, Migrant, Foster Youth, Homeless, and GATE attaining met the standard or exceeding the standard level will increase by 5%.

Identified Need

Based on our 2022-2023 CAASPP ELA results and our needs assessment review of diagnostic and grade-level common assessments, the Monte Vista student population continues to struggle with writing. More specifically, our students are struggling with organization and maintaining focus on a clear, manageable idea, argument, or thesis using academic language. We believe that the currently adopted ELA curriculum does not sufficiently support inquiry at higher levels of depth of knowledge and that it superficially addresses the expository and persuasive styles of writing at a minimum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Diagnostic Online Reading Assessment (DORA) Grade-Level writing assessments as described in our school-wide writing plan California Dashboard	36.25% of 3rd-8th grade students have met or exceeded grade level standards based on 2021-2022 ELA CAASPP scores.	41.25% of 3rd-8th grade students will meet or exceed grade level standards in ELA CAASPP scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). During the upcoming school year, we plan to focus on teaching students at minimum the key elements of the writing process.

Professional Development in the area of Writing for our staff will be mainly focused on the following, but not limited to:

- Write from the Beginning and Beyond / Thinking Maps (both at schoolwide and at Trainer of Trainers TOT level)
- AVID Writing Strategies such as Focused Note Taking and reflections
- SEAL Writing Strategies (i.e. Anchor Charts, Language Function Walls, Sentence Frames)
- Incorporation of Graphic Organizers and Thinking Maps
- Summary Writing/ Reflection for Reading Comprehension (preparation for performance tasks)
- Effective implementation and monitoring of writing support programs
- Any other topics related to improving Writing

To ensure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Development Plan that best meets the needs of each grade level.
- At minimum 1 Vertical articulation session/s for all grade levels to review and reflect on student writing samples
- Administrators will improve their ability to facilitate grade-level data analysis and use the information to identify areas of focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries In-house Training and Planning - teacher extra duty, including Professional Development in area of Writing (See Goal 1)
1,500.00	Title I 5000-5999: Services And Other Operating Expenditures Conferences and contracted services in the area of writing like Thinking Maps
718.00	Title I

4000-4999: Books And Supplies
Books and materials to improve teaching practice in ELA-Writing

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tk-3rd grade students

Strategy/Activity

The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.

To assure integrity of our process, we will ensure the following:

- Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies that focus on writing.
- Grade levels Tk-3rd teachers and administrators will collaboratively identify 1-2 key SEAL (i.e. Academic Process Journal, Cooperative Strip Paragraph) strategies that will address our current challenges of student learning.
- Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units to support reading comprehension and writing.
- Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support the foundational skills related to writing.
- -Purchase poster maker and supplies for poster maker to create resources to support Thinking maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I
4000-4999: Books And Supplies
SEAL instructional materials and supplies (see Goal 4)

Title I
1000-1999: Certificated Personnel Salaries
Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (see Goal 4)

Title I
4000-4999: Books And Supplies
Poster maker and supplies (See Goal 1, Strategy 2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th-8th grade students

Strategy/Activity

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To assure that students are explicitly taught the writing process which includes prewriting, drafting, polishing, editing, and publishing, we will ensure the following:

- Grade levels will meet during PLCs to review and revise grade-level rubrics per genre (1-3 per year, and based on Writing Plan)
- Grade level teams will analyze baseline student samples for patterns and trends
- AVID Teachers will implement, monitor, and adjust academic support structures and rigorous instructional practices as needed during horizontal and vertical articulation to ensure students throughout the school develop deeper levels of understanding in rigorous work
- AVID teachers in grade levels 4th-8th will meet quarterly, in addition to regularly scheduled staff meetings, to collaboratively identify 1-2 key AVID strategies (i.e. Focused Note Taking) that will address our current challenges of student learning, and collaborate on effective AVID WICOR strategies.
- AVID teachers and administrators will collaboratively identify resources and materials that can support our focus on writing.
- Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support writing.
- All AVID teachers will introduce and regularly utilize focused note-taking and writing.
- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.

- -Purchase poster maker and supplies for poster maker to create resources to support Thinking maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies AVID instructional material and other writing supplies and materials, such as Writing Pads, markers, small whiteboards, Spiral notebooks, etc. (see Goal 1)
	Title I 4000-4999: Books And Supplies Poster Make and supplies (See Goal 1, Strategy 3)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing far below grade level in Writing

Strategy/Activity

Instructional Supports for students at risk in the area of ELA foundational skills leading to writing will take place inside and outside of the regular instructional time.

To assure integrity of our process, we will ensure the following:

- Collaboratively revise our existing school-wide Writing Plan that includes expectations per grade level and structures per genre.
- Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model , etc.
- Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student writing achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction.

- Utilize instructional software and web-based instructional applications to support student writing during distance learning.
- Utilize data from writing assessments to modify and improve teaching and learning.
- Teachers will be encouraged to team-teach during ELD/RTI time to better provide for the individual student’s needs in the area of writing.
- Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as an extended support for those students at greatest risk.
- Teachers will utilize total group, small group and individual assessments as needed.
- Teachers and administrators will collaboratively determine most effective use of additional materials and research-based programs that will benefit all sub-groups for writing skills. These include but is not limited to the following: Thinking Maps, Write from the Beginning, Scholastics Storyworks, Measuring Up, My Avid Weekly, BrainPop, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP 4000-4999: Books And Supplies Writing Support programs (including software/computer programs) such as Brain Pop, etc.
	Title I 4000-4999: Books And Supplies Materials and supplies for academic interventions (see Goal 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in Writing

Strategy/Activity

In order to successfully address the needs of our students at risk, our staff is committed to engaging in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.

To assure the integrity of our process, we will ensure the following:

- During PLCs, collaboratively develop/select writing rubrics to assess student writing progress for each writing genre.
- Teachers will analyze student writing, discuss results, and adjust instruction to meet the needs of our students while determining the best teaching practices.
- Support collegial learning through PLCs and vertical articulation sessions.
- At minimum one Vertical Grade Articulation meeting to discuss and reflect on Writing on-demand student samples (per our School Writing Plan), and to identify strengths and weaknesses in student achievement across grade levels.
- Utilize data from assessments to modify and improve teaching and learning to better address the foundational gaps affecting the writing skills of students at risk.
- TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc.
- Provide time and resources to continued staff development in the area of writing. This may be done as follows: Staff meetings, grade-level meetings, data reflection sessions, and grade-level planning of units of study.
- During collaboration meetings, discuss standards and resources to develop a school-wide plan of action addressing writing across the curriculum.
- Principal will work with Teachers to determine which writing interventions have the greatest possible benefit to students.
- Teachers will collaborate on writing strategies and lessons to ensure the progress of writing skills.
- Analyze existing materials and resources to develop school-wide writing strategies.
- Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions for identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- RSP teacher will assist teachers in the implementation of writing strategies to increase identified student's success.
- Technology Technician and Assessment Assistant will assist classroom teachers with technology Writing Programs and Data Reports.

- Teachers, with administrative support, will coordinate writing opportunities at all grade levels throughout the school year. The activities may include the following: District Writing Test Prompts, in-school essay contests by grade level, student newsletters, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

Title I
 1000-1999: Certificated Personnel Salaries
 Extra duty and Substitute expenses for
 extended grade level collaborative sessions,
 planning, and data reflection
 (See Activity 5, Goal 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed to students performing below grade level in Writing

Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- To help parents develop skills and abilities to support students with reading and writing at home, we will hold our annual Family Literacy/Writing Night.
- To reinforce the love of reading among students and the importance of building home libraries among students and parents, we will offer three Reading is Fundamental (RIF) events per year. Emphasis will be placed on sharing with students the message "Good Writers Are Good Readers."
- Through our AVID Academy, parents and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college readiness.
- Research and execute a Writing-related Family Engagement Trip to establish positive relationships between families, school, and community. Parents learn about community resources to engage students in learning, especially in terms of writing applications.
- To support after-school participation, Think Together After School Program will be provided for students in TK-8. Approximately 175 -185 students will be served during the 2023-2024 school year.

- To facilitate the transition of students between schools, the principals, school counselors, and 8th-grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.
- Parent meetings will be held monthly to support the academic program. These will be recorded and posted on our school website to increase access for our working families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

Title I
4000-4999: Books And Supplies
AVID Parent-Student Academy supplies and materials (See Goal 1)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results.
- The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion how to increase parent participation and effective communication.
- Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate.
- Communicate with the parents the progress of the school’s program effectiveness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

When reviewing our 2022-2023 SPSA, we have determined that we must get back to our initial implementation of our school-wide writing plan, which in the past years pre-pandemic contributed to the improvements in our students' 2019 CAASPP state assessment results. This goal will continue to explicitly teach the writing process and all writing genres to students in all grade levels.

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

All budgeted expenditures are closely aligned to the activities and strategies set for this goal focused on effective writing. There are no significant differences between the intended implementation and/or budgeted expenditures.

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

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing planned activities. The changes relate mainly to the school-wide training on Write From the Beginning and Beyond, inclusive of Thinking Maps to all teachers on campus. No changes will be made to our current outcomes and metrics at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal II: English Learner, Foster Youth, and Special Education/English Learner Student Success
 Each English Learner (EL) student will increase by one ELPAC level annually. The District increase goal for English Learners in ELA is 5% and in Math is 5%.

Goal 4

All English Language Learners (ELLs) will achieve academic progress as measured by Title III goals. By June 2024, the percentage of English Language Learners being proficient as measured by language arts and mathematics CAASPP assessments will increase by 5%. Additionally, English Learners (ELs) will increase one proficiency level as measured by ELPAC and move from 45.6% to 50.6%. A minimum of 5% of English Learners will be redesignated as Fluent English Proficient (R-FEP) annually.

Identified Need

Although a large percentage of our English Language Learners continue to make yearly progress based on their ELPAC assessment results, English Learners continue to underperform the English Only and Reclassified English Learner student populations. Based on the 2021-2022 CAASPP ELA scores, 13.17% of English Learners (a decrease of 10.6 percentage points) met or exceeded standards. Despite the decrease, every section was higher than the district average and above the state average by 13.54 percentage points for RFEPs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math CAASPP Diagnostic Online Reading Assessment (DORA) Annual ELPAC results California Dashboard IAB (Interim Assessment Block) testing - ELA and Math	13.17% of 3rd-8th grade English Learner students have met or exceeded grade-level standards based on 2021-20122 ELA CAASPP scores. 7.72% of 3rd-8th grade students have met or exceeded grade-level standards based on 2021-2022 Math CAASPP scores.	18.17% of 3rd-8th English Language learner students will meet or exceed grade-level standards in ELA CAASPP scores. 12.72% of 3rd-8th English Language Learner students will meet or exceed grade-level standards in Math CAASPP scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). In the pre-pandemic years, training was focused on learning about ELPAC and the new monitoring system, ELlevation. During the 2023-2024 school year, we plan to focus on revisiting our educational frameworks: SEAL and AVID to support effective Designated ELD instruction, specifically in the area of reading comprehension and writing

Professional Development in the area of ELD for our staff will be mainly focused on the following, but not limited to:

- ELPAC
- AVID ELD Strategies
- SEAL ELD Strategies(i.e. Language Function Walls, Sentence Frames)
- Thinking Maps /Graphic Organizers
- Effective implementation and monitoring of support programs, like Imagine Learning
- Any other topics related to improving DELD in Reading and Writing

To ensure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- Vertical articulation session/s to review diagnostic data and to align grade-level commitments.
- Administrators will improve their ability to facilitate grade-level data analysis and use the information to identify ELD areas of focus.
- Instructional Assistants will be provided training in ELPAC to impact student achievement through an ELPAC Bootcamp for EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries ELD Professional Development /Training/In-house Training and Planning - teacher extra duty (see Activity 5, Goal 1)
500.00	Title I 4000-4999: Books And Supplies

Books and materials to improve teaching practice in ELD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tk-3rd grade students, but principally directed to English Language Learner students

Strategy/Activity

The strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.

To assure the integrity of our process, we will ensure the following:

- Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL ELD strategies.
- Principal will provide teachers with opportunities for grade-level articulation to develop, and implement SEAL, and GLAD strategies, and refine a standards-based plan for ELL Learners.
- Identify resources and materials that can support ELD, including but not limited to VOX Audiobooks to allow students to improve their speaking and listening skills.
- Purchase materials to enhance classroom speaker technology in order to provide better quality access to instruction, listening support, and student access to oral language opportunities.
- Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support the ELD foundational skills supporting Reading and writing
- Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units.
- Purchase poster maker and supplies for poster maker to create resources to support Thinking maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I

	4000-4999: Books And Supplies SEAL instructional materials and supplies
	Title I 1000-1999: Certificated Personnel Salaries Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (See Activity 5, Goal 1)
750.00	Title I 4000-4999: Books And Supplies CD Player and audio classroom books (high-interest)
	Title I 4000-4999: Books And Supplies Poster Maker and supplies (See Goal 1, Strategy 2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th-8th grade students, but principally directed to English Language Learner students

Strategy/Activity

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To ensure the integrity of our process, we will ensure the following:

- AVID teachers in grade levels 4th-8th will meet monthly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID ELD strategies.
- AVID teachers and administrators will collaboratively identify ELD resources and materials that can support our focus on reading and writing.
- Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support ELD.
- AVID Elementary teachers will administer AVID assessments and disaggregate data according to timelines, to inform and drive instruction, paying close attention to ELLs.
- Junior High teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work.
- Further research effective ways to address the lack of an elective course that specifically addresses the needs of EL students, with the recommended option of bringing AVID Excel to our school.

- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.
- Through the AVID Elective class offered to targeted 7th and 8th grade students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.
- Incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors, with great emphasis on ELD support.
- Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with an emphasis on organizational skills, and math/ELA core concepts.
- -Purchase poster maker and supplies for poster maker to create resources to support Thinking maps and other organizational documents to support reading comprehension, writing, SEAL, and AVID instructional strategies. Students will use posters to reference and engage with strategies, that will include but are not limited to: Thinking Maps, Sentence Starters, and other instructional supports to access the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	AVID Tutors for AVID Tutorials (see Goal 1)
	AVID Collaborative Study Groups, Classified extra-duty costs (see Goal 1)
	AVID Collaborative Study Groups, Certificated extra-duty costs and sub costs (see Goal 1)
	AVID instructional material and supplies(see Goal 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Long-term English Language Learners

Strategy/Activity

Instructional Supports for English Language Learners at risk in the areas of reading and writing will take place inside and outside of the regular instructional time.

To assure the integrity of our process, we will ensure the following:

- Grade levels will determine a grade-level time block of 45 minutes during which students are grouped into ELD/ALD or Response to Intervention groups (RTI).
- Teachers will team-teach during ELD/ALD/RTI time to better provide for the individual student's needs in the area of oral language development.
- During ELD/ALD/RTI students will be grouped by ELD and/or reading level and they will receive the appropriate ELD/ALD/RTI based on their current level of performance.
- Teachers will incorporate writing, academic vocabulary, and oral language opportunities across all ELD/ALD/RTI levels.
- Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model, etc.
- EL students will be provided with dedicated access to practice skills on Imagine Learning either during ELD block or at home as part of homework.
- Meet weekly in collaborative grade level sessions, in addition to the regularly scheduled staff meetings, to discuss the implementation of our alignment process, discuss student data, effective ELD strategies.
- Teachers will be encouraged to observe ELD teaching demonstrations from colleagues and/or TOSAs.
- Teaching Staff will meet to address the needs of students having difficulty acquiring language proficiency.
- Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as extended support for those students at greatest risk.
- Teachers will utilize the total group, small group, and individual assessments as needed.

- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit the ELD sub-group for reading and writing. These include but is not limited to the following: Imagine Learning, Lexia, Seesaw, Read Naturally, SIPPS, Daily Language Review (DLR), timed-reading fluency practice, Reading Logs, Reading Journals, Readers’ Library, My Avid Weekly, etc.
- We will contract with an outside intervention company like Windtree to provide high-interest before and after-school intervention and tutoring programs targeted on ELD strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries Instructional Support in preparing Long-term EL students for ELPAC testing (i.e. EL Boot Camp) - Certificated Extra Duty (See Activity 4, Goal 1)
	LCAP 4000-4999: Books And Supplies ELD Programs and Materials (including software/computer programs) like Imagine Learning
	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for Before and After School Academic Intervention programs for at-promise students, inclusive of an intervention teacher position (See Activity 4, Goal 1)
	Title I 2000-2999: Classified Personnel Salaries Classified extra duty for During and After School small-group Intervention programs for at-risk students, inclusive of an instructional assistant position (see Activity 4, Goal 1)
6,145	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted Services for ELD Intervention and Tutoring programs with high-interest topics

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

All students, but principally directed to English Language Learner students

Strategy/Activity

In order to successfully address the needs of our students at risk, our staff is committed to engaging in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.

To assure the integrity of our process, we will ensure the following:

- Teachers will study the rubric that determines the different levels of the ELPAC and work together to move ELL students to the next level.
- Review ELD standards, ELD/ELA Correlation Guide, curriculum materials, ELPAC assessments, ELD online profile cards and Blueprints.
- Teachers will monitor Imagine Learning Online support program student data for all English Learners.
- Utilize data from assessments to modify and improve teaching and learning.
- Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data.
- Support collegial learning through PLCs and grade-level collaborative sessions.
- TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc.
- Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- Principal will work with teachers to determine which language interventions have the greatest possible benefit to students.
- Utilize technology software and other web-based instructional applications to support vocabulary development and language acquisition.
- RSP teacher will assist teachers in the implementation of reading strategies to increase identified student's success.
- Technology Technician and Assessment Assistant will assist classroom teachers with DORA, Imagine Learning, Renaissance, and other technology programs and Data Reports like ELlevation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection (see Goal 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed to English Language Learner students

Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- At minimum 1 parent training will be provided on the topic of ELPAC and Reclassification for parents of ELD students.
- To help parents of ELD students develop skills and abilities to support students with reading, writing, and language development at home, we will have a Family Literacy /Writing Night.
- To reinforce the love of reading among students and the importance of building home libraries among students and parents, we will offer three Reading is Fundamental (RIF) events per year.
- Through our annual Road to College 6th-8th Parent-Student Class, parents and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college readiness. This is done through the reading of a book in both English and Spanish.
- To support after-school participation, Think Together After School Program will be provided for students in TK-8. Approximately 175 -185 students will be served during the 2022-2023 school year.
- To facilitate the transition of students between schools, the principals, school counselors, and 8th-grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Teachers in grades TK-7th will complete placement cards and share ELD level information for the transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program.

- School Library will be available to students to check out reading materials during extended Library Hours, once we return to in-person instruction and it is safe to do so.
- Funding will be provided to purchase bilingual library books.
- Parent meetings will be held monthly to support the academic program. All meeting topics are presented in both English and Spanish to support our Spanish Speaking-families. These will also be recorded and posted on our school website to increase access for our working families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Parent PAC meeting supplies and materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results.
- The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results.
- The ELAC Committee will meet at least 6 times per year to prepare the school-wide EL Intervention Plan and provide recommendations of the strategies/activities for the SPSA's goal on ELD.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion on how to increase parent participation and effective communication.
- Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate.
- ELAC Committee will oversee the School's EL Plan of Interventions and report to SSC recommendations for program improvement.

- Communicate with the parents the progress of the school’s program effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After the review of our 2022-2023 SPSA, we have determined that past district and school initiatives like Journalism and Biliteracy after-school interventions as well as ELPAC in-school Bootcamps continue to contribute to the increase in the number of students making English language acquisition progress. Both academic frameworks, SEAL and AVID are aligned in the support of English language learners through high academic vocabulary and organizational skills. One challenge that we continue to face is related to not having all 4th-8th grade teachers fully trained in AVID.

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

All budgeted expenditures are closely aligned to the activities and strategies set for this goal. There are no significant differences between the intended implementation and/or budgeted expenditures.

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

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing activities/strategies. The main changes related to activities/strategies are focused on the need to address Junior High EL students by planning for a more robust elective course specifically designed to support EL students such as AVID excel, which will require summer institute training and changes to our existing electives. This year will serve as the planning year for an AVID Excel Elective course. No changes will be made to our existing outcomes and metrics at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Non-Academic: Behavior/ Social Emotional Learning and School Climate

LEA/LCAP Goal

LCAP Goal III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

Goal 5

By June 2024, will reduce student-to-student inappropriate, negative behaviors at school by teaching students to recognize conflict and be able to self-advocate conflict resolution in a positive manner, as measured by a 1% reduction in suspensions and a 5% increase in the average reporting of social-emotional learning support questions in the Healthy Kids Survey.

Identified Need

A proportion of the Monte Vista student population continues to struggle with lacking conflict-resolution skills (physical aggression in both lower and upper grades, as well as overt defiance in upper grades) partially related to their inability to build positive relationships with peers and due to a fragmented and inconsistent plan to support students needing Tier 2 intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SWIS PBIS Data AERIES Suspension Data	According to our 2018-2019 California Dashboard, 2.9% of our student population received at least one suspension. Based on our AERIES suspension data, we had 19 students receiving one suspension and one student receiving 2 suspensions (a total of 20 suspensions for the whole year).	For the 2023-2024 school year no more than 2.5% of the student population will receive one suspension.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, but principally directed to PBIS Tier 2 (at-risk students)

Strategy/Activity

For the last five years before the pandemic, Monte Vista focused on the planning and implementation of our Positive Behavior Interventions and Supports (PBIS) framework. During the 2023-2024 school year, we plan to revamp PBIS at Tier 1 and Tier 2 levels and to increase our focus on Social Emotional Learning (SEL) by teaching students conflict-resolution skills, with an emphasis on creating and reinforcing a positive school and classroom culture.

Professional Development in the area of SEL for our staff will be mainly focused on the following, but not limited to:

- Conflict Resolution Strategies
- Awareness training for certificated staff on students with high social/emotional needs
- PBIS Tier 2 Interventions and Supports Plan
- ODRs
- Responding to students with SEL needs
- Effective implementation and monitoring of support programs
- Any other topics related to conflict resolution and PBIS

To ensure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively discuss strategies to teach appropriate behavioral expectations.
- At least 1 professional development meeting will be devoted to the area of SEL/PBIS/creation of a schoolwide SEL campaign.
- Campus Monitors will be provided training in PBIS strategies and processes.
- Incorporate PBIS/SEL PD into monthly certificated and classified staff meetings.
- Continue fostering the development and execution of procedures/lessons for teaching behavioral expectations in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Conferences and contracted services
	Title I 1000-1999: Certificated Personnel Salaries In-house Training and Planning - certificated extra duty (See Activity 5, Goal 1)
2,000.00	Title I 2000-2999: Classified Personnel Salaries In-house Training and Planning - classified extra duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The careful and strategic implementation of our Behavioral Framework: PBIS in Tier 1 will be part of our plan to support the use of appropriate, expected behavior for all students. Most of these activities will resume once we return to in-person instruction.

To assure the integrity of our process, we will ensure the following:

- PBIS Team Tier 1 will meet at least quarterly to discuss ways to address the behavioral gaps of students, discuss student data, and collaborate on effective PBIS/SEL strategies, such as proximity control, redirection cues, choices offered, Praise 3, 5:1 Pos.:Neg, Positive Narration, PBS (Pause-Breathe-Smile/Start Again).
- PBIS Team will create and execute a targeted plan for Staff Bulletin messages that provides Tier 1 intervention suggestions.
- PBIS Tier 1 Team and administrators will collaboratively identify resources and materials that can support our focus on conflict resolution.
- With input from staff and students, our existing PBIS rewards system will be revised and fully implemented.
- The PBIS and PeaceBuilders program will continue with a monthly principle of focus. Students will be rewarded for positive behavior at monthly assemblies. Additional implementation of the program will be added based on school needs.
- Incorporate a Tier 1 schoolwide PBIS student challenge related to our PBIS Matrix of Expectations.
- Update positive school-wide behavioral expectations to target at-promise students
- With input from staff and the Culture and Climate Committee, we will review annually our existing Office Data Referral system (ODR) that includes minor and major student offenses.
- Annual PBIS Kick-off Assembly in which all students will wear a free-of-cost PBIS SOAR shirt to promote a positive school culture in which the expected behavior is the norm. Students will be able to wear their SOAR shirts every Friday.
- Purchase poster maker and supplies for poster maker to create resources to support attendance and positive behaviors on campus in all areas. Students will use posters to reference and engage with strategies, that will include but are not limited to: Behavioral Matrices (Grade level, Schoolwide, and areas) and other behavioral supports to self-regulate so they can engage in fostering and supporting a positive learning environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I 4000-4999: Books And Supplies SEL materials, programs and supplies (but not limited to calming boxes)
5,500.00	Title I 4000-4999: Books And Supplies PBIS Rewards program
	Poster Maker (See Goal 1)
	4000-4999: Books And Supplies (LCAP) PBIS t-shirts for staff and students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

PBIS Tier 2 students

Strategy/Activity

The careful and strategic planning and initial implementation of our Behavioral Framework: PBIS in Tier 2 will be part of our plan to support those students who do not successfully respond to our Tier 1 level of interventions and rewards.

To ensure the integrity of our process, we will ensure the following:

- PBIS Tier 2 team to properly match targeted behavior to the conflict resolution strategies needed.
- Incorporate a Tier 2 system of support for staff faced with students needing Tier 2-3 levels of behavior intervention support by providing additional PD opportunities (i.e. Classroom/Behavior Management Training, Resource books, Book Clubs).
- PBIS Team Tier 2 will meet at least quarterly to discuss ways to address the behavioral gaps of students, discuss student SWIS data, and collaborate on effective PBIS/SEL strategies such as CICO, PATHS, Second Step, Restorative Circles, Peer Mentoring, Sensory Room activities.
- PBIS Team Tier 2 will develop and review at least annually a Tier 2 plan of interventions and supports that focuses on at least two behavior strategies to support students at risk.
- PBIS Tier 2 Team and administrators will collaboratively identify resources and materials that can support our focus on conflict resolution.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Title I 4000-4999: Books And Supplies Tier 2 Materials and supplies (including sensory materials)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, but principally directed to at-risk of suspension students

Strategy/Activity

Instructional Supports for students at risk in the area of conflict resolution skills will take place inside and outside of the regular instructional time.

To ensure the integrity of our process, we will ensure the following:

- Teachers will regularly teach and reinforce expected behaviors.
- A mentoring/academic intervention program for Junior High students will be reinstated with the support of a certificated teacher and a counseling intern, given that we are able to secure qualified, interested staff.
- Provide all students with high-interest opportunities (i.e. assemblies) to learn about solving the conflict between peers in positive ways, build positive relationships, and actively support good manners (i.e. Ned Show, Ned Midset Show, Ernie G., etc.).
- Teachers will provide regularly targeted and strategic in-class behavior intervention and supports to address the needs of students at risk.
- Before, during, or after school individual and small group behavior interventions (PBIS Tier 2) will be in place for those students at greatest risk.
- Purchase additional SEL materials, videos, audiotape/book sets, and other materials to improve conflict resolution and promote positive behaviors.
- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit all sub-groups to learn the expected behavior and conflict resolution. These include but are not limited to the following: Second Step Curriculum and PATHS Curriculum.
- Library Tech assists students in research, choosing literature related to positive behavior skills and traits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP 4000-4999: Books And Supplies Academically and behaviorally linked materials and supplies for behavior interventions
	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for After School Intervention programs for at-risk student, including an intervention teacher position (see Activity 5, Goal 1)
	LCAP 2000-2999: Classified Personnel Salaries Classified extra duty for During and After School small-group Intervention programs for at-risk students
	LCAP 2000-2999: Classified Personnel Salaries Counseling Intern Short-term Position to support the Junior High Mentoring/Academic Intervention Program
5,000.00	Title I 4000-4999: Books And Supplies Materials and supplies to support SEL

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, but principally directed to at-risk students

Strategy/Activity

In order to successfully address the needs of our at-promise students, our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.

To assure the integrity of our process, we will ensure the following:

- Collect student behavior data from various sources to identify students who will need Tier 2 behavior intervention supports.
- Identify the conflict resolution/PBIS Tier 2 strategies needed for our school site.

- Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data.
- Support collegial learning through PLCs and grade-level collaborative sessions.
- Utilize behavior data like SWIS, AERIES, and Healthy Kids Survey to modify and improve teaching and learning to better address the foundational behavioral gaps affecting conflict resolution of students at risk.
- The Tier 2 Team and/or SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- School Counselor and PBIS Tier 2 Interventionist /Mental Health Intern will assist teachers in the implementation of PBIS strategies to increase identified students' success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed to at-risk students

Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- To support parent understanding of the value of addressing behavior with positive, proactive interventions rather than punitive reactive ones, we provide an annual PBIS Launch Event.
- At the PBIS Launch, present monthly school-wide behavior challenges based on our school-wide PBIS matrix of expectations.
- Parents will learn about the school's PBIS Matrix of Expectations.
- Through a variety of SEL district parent training opportunities, parents will learn how to support and teach children home strategies to build positive relationships to support conflict resolution peacefully.
- Monthly Library Read Aloud Time on the topics of SEL and PBS strategy (Pause-Breathe-Smile/Start Again) will be implemented

- Students and parents will celebrate accomplishments in the area of behavior and social/emotional development and they will learn practical ways to demonstrate kindness towards themselves and those around them, with school-wide mini-spirit weeks.
- To facilitate the transition of students between schools, the principals, school counselors, and 8th-grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Teachers in grades TK-7th will complete placement cards and share behavior information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the non-educational program.
- School Library will be available to students to check out reading materials focused on positive behaviors/conflict resolution during extended Library Hours.
- Parent meetings will be held monthly to support the academic program. These will also be recorded and posted on our school website to increase access for our working families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for parent meetings, events, and training as they related to PBIS and SEL

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

When reviewing our 2022-2023 California Dashboard Suspension Rate data we identified improvements related to staff awareness training related to the function of behavior. However, two of the biggest challenges have been changing staff perceptions about the PBIS framework and suspensions, and not having enough support staff to help us implement our prevention programs. Another challenge observed is the fragmented Tier 2 level of behavior interventions in part due to a

lack of sufficient human resources in comparison to the increase in our junior high student population, despite the fact that we now have 2 school counselors.

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

All budgeted expenditures are closely aligned to the activities and strategies set for this goal, given that we have the funding support from LCAP. There are no significant differences between the intended implementation and/or budgeted expenditures.

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

As a result of the impact of the COVID-19 pandemic, we have decided on minimal changes for this non-academic goal related to activities/strategies. We continue to search for and implement a more viable SEL curriculum to be implemented with Tier 2 students. No changes will be made to our existing outcomes and metrics at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$332,251.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$322,051.00
Title I Part A: Parent Involvement	\$10,200.00

Subtotal of additional federal funds included for this school: \$332,251.00

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

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

Total of federal, state, and/or local funds for this school: \$332,251.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	322,051.00
Title I Part A: Parent Involvement	10,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	65,000.00
2000-2999: Classified Personnel Salaries	112,938.00
4000-4999: Books And Supplies	115,368.00
5000-5999: Services And Other Operating Expenditures	32,800.00
5800: Professional/Consulting Services And Operating Expenditures	6,145.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	65,000.00
2000-2999: Classified Personnel Salaries	Title I	112,438.00
4000-4999: Books And Supplies	Title I	108,968.00
5000-5999: Services And Other Operating Expenditures	Title I	29,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,145.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

6,400.00

5000-5999: Services And Other
Operating Expenditures

Title I Part A: Parent Involvement

3,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	270,238.00
Goal 2	28,400.00
Goal 3	2,218.00
Goal 4	10,895.00
Goal 5	20,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michelle Torres	Principal
Steve Macias	Parent or Community Member
Amber Garcia	Parent or Community Member
Vanessa Graciano	Parent or Community Member
Adriana Valdez	Parent or Community Member
Mireya Velazquez	Parent or Community Member
Mayra Lomeli	Other School Staff
Maria Robles-Rocha	Classroom Teacher
Javier Livas	Classroom Teacher
Juan Orellana	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/30/2023.

Attested:



Principal, Michelle Torres on 11/30/2023

SSC Chairperson, Steve Macias on 11/30/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Monte Vista Escuela
El Plan Escolar para el Rendimiento Estudiantil
2023-2024

Visión Escolar

A través de la visión de nuestra escuela de "Empoderamiento a través de altas expectativas, logros y respeto", el propósito de nuestro Plan Escolar para el Rendimiento Estudiantil (SPSA, por sus siglas en inglés) es mejorar los resultados académicos de todos los estudiantes, pero está dirigido principalmente a nuestros estudiantes de menor rendimiento, demostrado al cumplir con los requisitos académicos. Estándares Básicos Comunes de California de nivel de grado. Creemos que todos pueden lograr el éxito personal. A través de nuestros esfuerzos diarios, todos los miembros de la comunidad de Monte Vista estarán capacitados para alcanzar las metas escolares e individuales. Todos los estudiantes de Monte Vista experimentarán la alegría de aprender en un ambiente de aprendizaje seguro y afectuoso. Participarán en un programa educativo equilibrado que incluye: instrucción diferenciada, desarrollo de vocabulario académico alto, plan de escritura integral para toda la escuela, integración de tecnología en el aula, experiencias de aprendizaje prácticas, asesoramiento académico e intervenciones SEL/comportamiento.

Resumen de EscuelaPlan para el rendimiento estudiantil

El Plan Escolar para el Rendimiento Estudiantil (SPSA) es un plan de acción para elevar el rendimiento académico de todos los estudiantes. Está escrito para cumplir con los requisitos del Código de Educación de California y la Ley Federal de Educación Primaria y Secundaria. Al redactar este plan, la escuela cumple con el requisito de consolidar todos los planes escolares, incluido el Programa de Mejora, para los programas financiados a través de estos programas. El Plan para el Rendimiento Estudiantil contiene los siguientes componentes:

Perfil de la escuela: Provee una descripción de Monte Vista Primaria que incluye la cantidad de maestros y personal en el campus. Hay una visión general de la demografía: las personas que componen la comunidad de Monte Vista. Por el informe del Dashboard de California, Monte Vista tiene aproximadamente 923 estudiantes, aproximadamente el 43.1% de los estudiantes se consideran con dominio limitado del inglés y el 85.6% de los estudiantes son considerados en desventaja socioeconómica, lo que hace que todos los estudiantes sean elegibles para recibir almuerzo gratis o reducido bajo la opción de almuerzo gratis aprobada por el estado. También se incluye en esta sección una descripción general de la clase de actividades y programas extracurriculares y de extensiones que toman lugar en Monte Vista.

Evaluación Integral de Necesidades: Contiene cuatro partes principales: análisis de datos, encuestas, observaciones del aula y un análisis del programa educativo actual. El análisis de datos es una descripción general de los resultados de las pruebas estatales que se cubren más completamente en la sección de datos de desempeño de escuelas y estudiantes.

Datos de rendimiento escolar y estudiantil: Contiene datos del último año presentados anteriormente.

- CAASPP para el año escolar 2023-2024
- Responsabilidad del Título III: datos escolares y distritales
- Dashboard de California
- ELPAC

Mejora planificada en el desempeño estudiantil: Metas académicas específicas escritas con pasos de acción y recursos de financiamiento incluidos para alcanzar esas metas.

- **Meta 1 – Artes del lenguaje inglés**–Para junio de 2024, el porcentaje de estudiantes, incluidos los estudiantes socioeconómicamente desfavorecidos, con necesidades especiales, migrantes, sin hogar, jóvenes de crianza y GATE, que alcanzarán o superarán los estándares en la CAASPP y las evaluaciones comunes del distrito (IAB) aumentará en un 6 % (42 %). Para los estudiantes de inglés, el porcentaje de estudiantes que alcanzaron los estándares cumplidos o excedieron los niveles de estándares en CAASPP y/o evaluaciones comunes del Distrito (IAB) también aumentará en un 5% (16%).
- **Meta 2 – Matemáticas** - Para junio de 2024, el porcentaje de estudiantes, incluidos los estudiantes socioeconómicamente desfavorecidos, con necesidades especiales, migrantes, jóvenes de crianza, sin hogar y GATE, que alcanzaron los estándares cumplidos o superaron los niveles de estándares en CAASPP y/o evaluaciones comunes del distrito (IAB) aumentará en un 7%. (28%). Para los estudiantes de inglés, el porcentaje de estudiantes que logran los estándares cumplidos o excediendo los niveles de estándares en CAASPP y/o evaluaciones comunes del Distrito (IAB) aumentará en un 5% (12%).
- **Objetivo 3 - Escritura** –Todos los estudiantes, incluido cada subgrupo significativo, mejorarán sus habilidades de escritura según lo medido por pautas de escritura locales basadas en los géneros de escritura indicados en los Estándares Básicos Comunes de California para cada nivel de grado. El porcentaje de todos los estudiantes en los grados TK-8, incluidos los desfavorecidos, ELL, con necesidades especiales, migrantes, jóvenes de crianza, sin hogar y GATE, que alcanzaron el estándar o superaron el nivel estándar aumentará en un 5%.
- **Objetivo 4 – Desarrollo del idioma inglés** - Todos los estudiantes del idioma inglés (ELL) alcanzarán el progreso académico medido por las metas del Título III. Para junio de 2024, el porcentaje de estudiantes del idioma inglés que dominan el idioma, según lo medido por las evaluaciones CAASPP de artes del lenguaje y matemáticas, aumentará en un 5 %. Además, los estudiantes de inglés (EL) lograrán un aumento de un nivel de competencia según lo medido por ELPAC. Un mínimo del 5% de los estudiantes de inglés serán redesignados anualmente como con dominio fluido del inglés (R-FEP).
- **Objetivo 5 - Clima escolar** -Para junio de 2024, reducirá las conductas negativas e inapropiadas entre estudiantes en la escuela al enseñarles a reconocer los conflictos y ser capaces de defender por sí mismos la resolución de conflictos de manera positiva, según lo medido por una reducción del 2 % (1% cambio - SSC - 11.30.23) en las suspensiones y del 5 % aumento en el promedio de informes de preguntas de apoyo al aprendizaje socioemocional en la Encuesta de Niños Saludables.

Resumen de gastos del plan – Gastos totales del plan por fuentes de financiamiento (Incluye gastos salariales):**Monto total del presupuesto del Título 1: \$332.251,00**

- **Título 1 - \$322,051.00**
- **Título 1 Participación de los padres - \$ 10,200.00**

Gastos por meta

- **Meta 1 (ELA) - \$270,238.00***
- **Meta 2 (Matemáticas) - \$28,400**
- **Meta 3 (Escritura) - \$2,218.00**
- **Meta 4 (ELD) - \$10,895.00**
- **Meta 5 (Clima Escolar) - \$20,500.00**

School Site Council (SSC) Consejo Directivo Escolar

Monte Vista Tk-8 School

Minutes for SSC Meeting of November 30, 2023 at 2:00 pm in MPR

Apuntes/Minutas para la reunión de SSC del 30 de noviembre del 2023 a las 2:00 pm en Salon MPR

MEMBERS PRESENT/Miembros presente:

__ **Quorum was met/Quórum se cumplió**

School/Escuela		Parents/Community - Padres/Comunidad	
	Michelle Torres, Principal/Directora (ex officio)		Steve Macias, Parent (_2_ yr.)
	Javier Livas, Teacher (_2nd_ yr.)		Amber Garcia, Parent (__2__yr.)
	Juan Orellana, Teacher (_2nd_ yr.)		Vanessa Graciano, Parent (__2__yr.)
	Maria Robles-Rocha, Teacher (2nd yr.)		Adriana Valdez, Parent (_2_yr.)
	Myra Lomeli, Other – school (2nd_ yr.)		Mireya Velasquez, Parent (__2+_yr.)

Legal Requirements/Requisitos Legales

	SSC Training/Entrenamiento de SSC		Develop/Revise School Parent Involvement Policy/Desarrollar y Repasar la Póliza de la escuela del Involucramiento de Padres
	Review Dist. Parent Involvement Policy/Repasar la Póliza del distrito del Involucramiento de Padres		SPSA Development/Desarrollo de SPSA
	Uniform Complaint Procedures/Procedimientos Uniforme para Presentar Quejas		SPSA Budget Development/Desarrollo del presupuesto del SPSA
	Parent Education Opportunities/Oportunidades de Educacion para Padres	X	SPSA Budget Review/Approval/Repasar y Aprobar el presupuesto de SPSA
	Consolidated Programs Overview/Repaso de los Programas Consolidados		SPSA Review/Approval/Repasar y Aprobar el SPSA
	Assessment & Curriculum Asesoramiento y el Plan de Estudios		Monitoring SPSA/Monitorear el SPSA
	Annual Evaluation of the Effectiveness of Various School Programs/Evaluación anual de la eficacia de los diferentes programas escolares		Title I Home-School Compact/Título I Compañerismo Entre el Hogar y la Escuela
	Safety Plan/Plan de Seguridad		Review Local Control Accountability Plan goals and Direct Site Funding Allocations/Repasar las metas y fondos del Plan de Rendición de Cuentas y Control Local
	Other/Otro: Review and Approve SSC By-Laws		Other/Otro:Election of SSC Officers

**School Site Council (SSC) Consejo Directivo Escolar
Monte Vista Tk-8 School**

- I. **Welcome/Bienvenida**
- II. **Call to Order/Llamada al orden-**
- Approval of Minutes from: **9-22-23**
 - **Motion to approve:**
 - **Second:**
 - **In Favor: Opposed:**
 - B. Approval of Proposed Agenda
 - a. **Motion to approve:**
 - b. **Second:**
 - c. **In Favor: ___all_____ Opposed: _____**
- III. **Public Comments/Comentarios Publicos**
NO PUBLIC COMMENTS
- IV. **Committee Reports/Reportes de los comités**
No Committee Reports
- V. **Legal Requirements/Requisitos legales**
- **SPSA Budget Review/Approval/Repasar y Aprobar el presupuesto de SPSA**
 - **Motion to approve:**
 - **Second:**
 - **In Favor: Opposed:**
- VI. **Unfinished Business/Asuntos pendientes**
NO UNFINISHED BUSINESS
- VII. **New Business/Asuntos nuevos**
NO NEW BUSINESS
- VIII. **Adjournment/El aplazamiento**
Motion to adjourn:
- **Motion to approve:**
 - **Second:**
 - **In Favor: Opposed:**
- Meeting adjourned:**

School Site Council (SSC) Consejo Directivo Escolar

Monte Vista Tk-8 School

Minutes for SSC Meeting of November 30, 2023 at 2:00 pm in MPR

Apuntes/Minutas para la reunión de SSC del 30 de noviembre del 2023 a las 2:00 pm en Salon MPR

MEMBERS PRESENT/Miembros presente:

__ **Quorum was met/Quórum se cumplió**

School/Escuela		Parents/Community - Padres/Comunidad	
X	Michelle Torres, Principal/Directora (ex officio)	X	Steve Macias, Parent (<u>2</u> yr.)
X	Javier Livas, Teacher (<u>2nd</u> yr.)		Amber Garcia, Parent (<u>2</u> yr.)
X	Juan Orellana, Teacher (<u>2nd</u> yr.)	X	Vanessa Graciano, Parent (<u>2</u> yr.)
X	Maria Robles-Rocha, Teacher (2nd yr.)		Adriana Valdez, Parent (<u>2</u> yr.)
X	Myra Lomeli, Other – school (2nd yr.)	X	Mireya Velasquez, Parent (<u>2</u> + <u>2</u> yr.)

Legal Requirements/Requisitos Legales

	SSC Training/Entrenamiento de SSC		Develop/Revise School Parent Involvement Policy/Desarrollar y Repasar la Póliza de la escuela del Involucramiento de Padres
	Review Dist. Parent Involvement Policy/Repasar la Póliza del distrito del Involucramiento de Padres		SPSA Development/Desarrollo de SPSA
	Uniform Complaint Procedures/Procedimientos Uniforme para Presentar Quejas		SPSA Budget Development/Desarrollo del presupuesto del SPSA
	Parent Education Opportunities/Oportunidades de Educacion para Padres	X	SPSA Budget Review/Approval/Repasar y Aprobar el presupuesto de SPSA
	Consolidated Programs Overview/Repaso de los Programas Consolidados		SPSA Review/Approval/Repasar y Aprobar el SPSA
	Assessment & Curriculum Asesoramiento y el Plan de Estudios		Monitoring SPSA/Monitorear el SPSA
	Annual Evaluation of the Effectiveness of Various School Programs/Evaluación anual de la eficacia de los diferentes programas escolares		Title I Home-School Compact/Título I Compañerismo Entre el Hogar y la Escuela
	Safety Plan/Plan de Seguridad		Review Local Control Accountability Plan goals and Direct Site Funding Allocations/Repasar las metas y fondos del Plan de Rendición de Cuentas y Control Local
	Other/Otro: Review and Approve SSC By-Laws		Other/Otro:Election of SSC Officers

School Site Council (SSC) Consejo Directivo Escolar

Monte Vista Tk-8 School

I. Welcome/Bienvenida

II. Call to Order/*Llamada al orden- 2:23pm*

- Approval of Minutes from: **9-22-23**
 - **Motion to approve:**
 - **Second:**
 - **In Favor:** **Opposed:**
 - *being approved next meeting date
 - *Ser aprobado en la próxima fecha de la reunión

B. Approval of Proposed Agenda- moved to next meeting

- a. **Motion to approve: Steve Macias**
- b. **Second: Mayra Lomeli**
- c. **In Favor: all Opposed: none**

III. Public Comments/*Comentarios Publicos*

NO PUBLIC COMMENTS

SIN COMENTARIOS PÚBLICOS

IV. Committee Reports/*Reportes de los comités*

No Committee Reports

V. Legal Requirements/*Requisitos legales*

- **SPSA Budget Review/Approval/Repasar y Aprobar el presupuesto de SPSA**

Mrs. Torres went over the California dashboard. She mentioned that even though our numbers are low, we are still the highest ranking school in the district. As a school, we want to increase our school goals by 5-6%. We also noticed that we have an issue with chronic absences and how that affects the scores. According to LACOE, the only valid reason is if a student has a fever. We have noticed that our suspension rates have remained the same even though we have seen a decrease in fights. We decided to change our school climate rate from 2% to 1% . Besides this, Mrs. Torres also talked about the funds, how the spending has changed, and what we can get from each fund. It was mentioned that we did lose about \$14,000 from last year and it is due to the declining number of students/enrollment.

La señora Torres pasó por el tablero de California. Ella mencionó que a pesar de que nuestros números son bajos, todavía somos la escuela de mayor rango en el distrito. Como escuela, queremos aumentar nuestras metas escolares en un 5-6%. También notamos que tenemos un problema con las ausencias crónicas y cómo eso afecta las puntuaciones. Según LACOE, la única razón válida es si un estudiante tiene fiebre. Hemos notado que nuestras tasas de suspensión se han mantenido iguales a pesar de que hemos visto una disminución en las peleas. Decidimos cambiar nuestra tasa de clima escolar del 2% al 1%. Además de esto, la Sra. Torres también habló sobre los fondos, cómo ha cambiado el gasto y qué podemos obtener de cada fondo. Se mencionó que perdimos alrededor de \$14.000 del año pasado y se debe a la disminución del número de estudiantes / matriculación.

Motion to approve: Steve Macias

- **Second: Mireya Velazquez**
- **In Favor: all Opposed: none**

VI. Unfinished Business/*Asuntos pendientes*

NO UNFINISHED BUSINESS

**School Site Council (SSC) Consejo Directivo Escolar
Monte Vista Tk-8 School**

**VII. New Business/*Asuntos nuevos*
*NO NEW BUSINESS***

**VIII. Adjournment/*El aplazamiento*
Motion to adjourn:**

- Motion to approve: Steve Macias
- Second: Mireya Velazquez
- In Favor: all Opposed: none

Meeting adjourned: 3:15pm

Monte Vista School
The School Plan for Student Achievement
2023-2024

School Vision

Through our school's vision of "Empowerment through High Expectations, Achievement, and Respect," the purpose of our Single Plan for Student Achievement (SPSA) is to improve academic outcomes for all students but principally directed to our lowest-achieving students demonstrated through meeting academic grade level California Common Core standards. It is our belief that everyone can achieve personal success. Through our daily efforts, all members in the Monte Vista Community will be empowered to reach school and individual goals. All students at Monte Vista will experience the joy of learning in a safe and caring learning environment. They will participate in a balanced educational program that includes: differentiated instruction, high academic vocabulary building, comprehensive school-wide writing plan, technology integration in the classroom, hands-on learning experiences, academic counseling, and SEL/behavior interventions.

Summary of School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. It is written to meet the requirements of the California Education Code and the Federal Elementary and Secondary Education Act. By writing this plan, the school meets the requirement to consolidate all school plans, including Program Improvement, for programs funded through these programs. The School Plan for Student Achievement contains the following components:

School Profile: Provides a description of Monte Vista Elementary which includes the number of teachers and staff on campus. There is an overview of the demographics—the people who make up the Monte Vista community. Per the CBEDS report, Monte Vista has approximately 923 students, approximately 43.1% of students are considered Limited English Proficient, and 85.6 % of students are considered SocioEconomically Disadvantaged, making all students eligible to receive free or reduced lunch under the State-approved free lunch option. Also included in this section is an overview of the in-class, extracurricular, and extension activities, and programs that take place at Monte Vista.

Comprehensive Needs Assessment: Contains four major parts – data analysis, surveys, classroom observations, and an analysis of the current instructional program. Data Analysis is an overview of State Testing results covered more completely in the School and Student Performance Data section.

School and Student Performance Data: Contains data for the past year previously presented.

- CAASPP for the 2023-2024 School Year
- Title III Accountability – School and District Data
- California Dashboard
- ELPAC

Planned Improvement in Student Performance: Specific academic goals written with action steps and funding resources included for reaching those goals.

- **Goal 1 – English Language Arts** – By June 2024, the percentage of students including SocioEconomically Disadvantaged, Special Needs, Migrant, Homeless, Foster Youth, and GATE students, attaining meeting or exceeding the standards on the CAASPP and District common assessments (IABs) will increase by 6% (42%). For English Learners, the percentage of students

achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will also increase by 5% (16%).

- **Goal 2 – Mathematics** - By June 2024, the percentage of students including SocioEconomically Socioeconomically Disadvantaged, Special Needs, Migrant, Foster Youth, Homeless, and GATE students, achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will increase by 7% (28%). For English Learners, the percentage of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments (IABs) will increase by 5% (12%).
- **Goal 3 - Writing** – All students, including each significant subgroup, will improve their writing skills as measured by local writing prompts based on the genres of writing indicated in the California Common Core Standards for each grade level. The percent of all students in grades TK-8 including Socioeconomically Disadvantaged, ELL, Special Needs, Migrant, Foster Youth, Homeless, and GATE attaining met the standard or exceeding the standard level will increase by 5%.
- **Goal 4 – English Language Development** - All English Language Learners (ELLs) will achieve academic progress as measured by Title III goals. By June 2024, the percentage of English Language Learners being proficient as measured by language arts and mathematics CAASPP assessments will increase by 5%. Additionally, English Learners (ELs) will achieve an increase of one proficiency level as measured by ELPAC. A minimum of 5% of English Learners will be redesignated as Fluent English Proficient (R-FEP) annually.
- **Goal 5 - School Climate** - By June 2024, will reduce student-to-student inappropriate, negative behaviors at school by teaching students to recognize conflict and be able to self-advocate conflict resolution in a positive manner, as measured by a **2% reduction** (change to 1% - SSC - 11-30-23) in suspensions and a 5% increase in the average reporting of social-emotional learning support questions in the Healthy Kids Survey.

Summary of Expenditures in the Plan – Total expenditures in the plan by funding sources (Includes salary expenditures): **Total Title 1 Budget Amount: \$332,251.00**

- **Title 1 - \$322,051.00**
- **Title 1 Parent Involvement - 10,200.00**

Expenditures by Goal

- **Goal 1 (ELA) - \$270,238.00***
- **Goal 2 (Math) - \$28,400**
- **Goal 3 (Writing) - \$2,218.00**
- **Goal 4 (ELD) - \$10,895.00**
- **Goal 5 (School Climate) - \$20,500.00**