School Year: **2024-25**

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 Middle School	39-75499-6042840	April 18, 2024	May 14, 2024

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
Additional Targeted Support and Improvement
The purpose of the plan is promote a continuous cycle of improvement in student achievement using all available resources in an equitable fashion. MVMS qualifies under ATSI due to a) EL math performance, absenteeism, and suspension rate; b) Homeless ELA performance and absenteeism; and c) Students with Disabilities ELA and Math performance, Absenteeism, and suspension rate.

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.

Our plan has been developed with input from all appropriate educational partners. These educational partners include faculty, staff, parents, School Site Council, ELAC, students, District officials, and other focus groups.

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).

LCAP Climate and Safety Data
Climate and Safety Data: Educational Partners' Survey Results - 2024

CLIMATE
Parents - Climate Str Agr Agree Total Percent
Q8 22.00 26.00 61.00 78.69% This school's staff motivates students to learn
Q14 24.00 32.00 60.00 93.33% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 11.00 32.00 49.00 87.76% The buildings and grounds at this school are clean and well maintained
Q30 15.00 32.00 51.00 92.16% This school communicates the importance of respecting all cultural beliefs and practices
Q34 23.00 19.00 46.00 91.30% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 15.00 20.00 37.00 94.59% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 16.00 20.00 40.00 90.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 18.00 20.00 42.00 90.48% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 18.00 29.00 52.00 90.38% The school staff responds to me in a timely manner
Q36 21.00 26.00 52.00 90.38% The school office staff is friendly and professional
183.00 256.00 490.00 89.59%

Students - Climate Str Agr Agree Total Percent
Q6 88.00 328.00 467.00 89.08% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 86.00 262.00 441.00 78.91% This school communicates the importance of respecting all cultural beliefs and practices
Q33 81.00 284.00 436.00 83.72% My teachers recognize the good work I am doing and provide timely feedback
Q34 78.00 217.00 446.00 66.14% This school motivates students to learn
Q35 28.00 174.00 458.00 44.10% The buildings and grounds at this school are clean and well maintained
Q42 80.00 289.00 458.00 80.57% I feel comfortable working with classmates and participating in class
Q43 51.00 266.00 443.00 71.56% I feel safe, secure and supported at this school
492.00 1820.00 3149.00 73.42%

Staff - Climate Str Agr Agree Total Percent
Q6 18.00 26.00 44.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 17.00 27.00 45.00 97.78% Members of the school/department collaborate to achieve our school goals
Q21 07.00 21.00 45.00 62.22% The buildings and grounds at this school are clean and well maintained
Q22 16.00 27.00 44.00 97.73% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 17.00 27.00 45.00 95.24% I am treated with respect by my colleagues at work
Q24 10.00 30.00 42.00 89.58% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 04.00 31.00 41.00 85.37% Our district ensures effective communication across the organization
89.00 189.00 306.00 90.85%

Summary: 90% of parent respondents believe that our school climate is a positive, clean, and safe environment where students and staff treat each other with respect. This percentage increased 2% over last year's 88% approval.
68% of student respondents believe that our school climate is a positive, clean, and safe environment where students and staff treat each other with respect. This percentage increased 5% over last year's 68% approval.

91% of staff respondents believe that our school climate is a positive, clean, and safe environment where students and staff treat each other with respect. This percentage remained equal to last year's 90% approval.

SAFETY
TUSD Stakeholder Survey Results - 2024

Parents - Safety Str Agr Agree Total Percent
Q26 11.00 32.00 49.00 87.76% The buildings and grounds at this school are well maintained
Q28 15.00 27.00 43.00 97.67% My child is safe on school grounds before school
Q28 14.00 30.00 48.00 91.67% My child is safe on school grounds during the day
Q28 16.00 28.00 47.00 93.62% My child is safe on school grounds in the classroom
Q28 15.00 23.00 41.00 92.68% My child is safe on school grounds after school
Q29 21.00 26.00 51.00 92.16% The rules of this school are clearly communicated to parents
92.00 166.00 279.00 92.47%

Students - Safety Str Agr Agree Total
Q35 28.00 174.00 458.00 44.10% The buildings and grounds at this school are clean and well maintained
Q38 60.00 260.00 445.00 71.91% I feel safe while attending class
Q39 67.00 200.00 438.00 60.96% I feel safe from gang activity and gang violence at school
Q41 153.00 305.00 491.00 93.28% I know the school rules
308.00 939.00 1832.00 68.07%

Staff - Safety Str Agr Agree Total
Q19 31.00 14.00 45.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 11.00 30.00 44.00 93.18% My workplace is safe
Q21 07.00 21.00 45.00 62.22% The buildings and grounds at this school are well maintained
49.00 65.00 134.00 85.07%

Summary:
92% of parent respondents feel that their child is safe at school and feel that the facility is clean and well maintained. This percentage increased 7% over last year's 85% approval.
68% of student respondents feel safe at school and feel that the facility is clean and well maintained. This percentage increased 4% over last year's 64% approval.
85% of staff respondents feel safe at school and feel that the facility is clean and well maintained. This percentage decreased 6% from last year's 91% approval. The cause of the significant decrease is due to the lack of cleanliness of the site rather than the safety of the site. The MVMS administration has been working diligently with the district Facilities Department to make a positive impact on the cleanliness of the site.

Classroom Observations

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

We visit 30% of our classrooms each week. The data is uploaded to the Model Schools visitation site by both the principal and assistant principal, into two separate accounts. While all classrooms are visited throughout the year, there was an emphasis on increasing visits to STEM classrooms. Using the Model Schools Rigor Rubric, minus the instructional design portion, all STEM sections had an increase in visits of six or more visits. The purpose of this increase was grant related and aligned with the District's goal to make STEM a District priority. This is Monte Vista's third year participating in the grant.

Comparison of 2023 v. 2024 Rigor Instructional Round Data:
Thoughtful Work: 2023 = 82% Developed/Well Developed v. 2024 = 83% Developed/Well Developed

High Level Questioning: 2023 = 47% Developed/Well Developed v. 2024 = 50% Developed/Well Developed
Academic Discussion: 2023 = 59% Developed/Well Developed v. 2024 = 61% Developed/Well Developed

If one compares this year's data to last year's, one can easily see the profound influence of using the rigor rubric to gauge the implementation of the STEM grant. There were significant increases in all three categories leading to developed and well developed lessons, according to the Model Schools rigor rubric. As to an increase in achievement, this will be determined with future testing in April.
By March of 2024, we had completed some 154 instructional round observations with approximately 70 more planned for the remainder of the year. All data has been uploaded to the Model Schools PLP site and STEM Grant site, if applicable.

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)

All lessons are driven by the California State Standards. Our staff has aligned practice to district benchmarks. All data is brought to staff, including CAASPP data, survey data, ELPAC data, and even PFT data in PE. Data is reviewed in faculty meetings and during specific PLC time. Teachers use the data to inform planning and to modify current lessons.

FastBridge Baseline Data - Fall 2022 Baseline Learning v. Fall 2023 Baseline Learning

aReading Findings: All Grades

College Pathway Level 2022 = 19% v. 2023 = 16%
Low Risk Level 2022 = 25% v. 2023 = 23%
Some Risk Level 2022 = 28% v. 2023 = 30%
High Risk Level 2022 = 28% v. 2023 = 31%

aMath Findings: All Grades

College Pathway Level 2022 = 14% v. 2023 = 16%
Low Risk Level 2022 = 27% v. 2023 = 22%
Some Risk Level 2022 = 33% v. 2023 = 37%
High Risk Level 2022 = 26% v. 2023 = 25%

ELA
ELA Baseline 2022 44% College/Low Risk Level v. ELA Baseline 2023 39% College/Low Risk Level
Math
Math Baseline 2021 40% College/Low Level Risk v. Math Baseline 2022 38% College/Low Risk Level

Baseline assessments given immediately upon return from summer breaks in 2022 and 2023 indicate a slight decrease in both ELA scores and Math scores at the start of the 2023 - 2024 year.

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

Units of study data and common formative assessments discussed in PLCs. Teachers administered Benchmark Assessments this year and these exams are reviewed in PLCs in an effort to plan better lessons to improve teaching and learning. This year, as in the past, the District Benchmarks in middle school were constantly evolving. As the assessment program gets more and more solidified, administration of the exams and use of data has become more and more consistent.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Monte Vista are properly credentialed for the subject or course to which they are assigned.

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

Interns are not fully credentialed. There are 38 teaching positions on staff. Thirty-three teachers are fully credentialed. Three teachers are interns. Two teachers are revolving long term substitutes for two teachers out on medical leave. All general education teachers have access to instructional materials training on SBE-adopted instructional materials before and during the school year. Special education teachers have access to the curriculum with their general education teacher partner in our inclusion classes. We continue to push for full access for our special education teachers. There are opportunities for professional development at the site, district, and community levels. When possible, teachers are sent to conferences both in and out of state to collect information and bring it back for faculty growth. Conference opportunities were opened this year for all, restricted only by a scarcity of substitute teachers.

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

Topics of PD. PLCs. All staff development is aligned to content standards, assessed student performance, and professional needs. While priority was given to STEM professional development, other trainings included: Assessment and Needs Assessment, Evaluation Training, SPED training, STEM Training, SEL Training, Teacher Led Instructional Rounds, Parent Conferences, Model Schools Rigor Lesson Planning, Data Analysis, Relationships, Diversity Training, Technology Training, IEP Training, Pulling data. Teachers attended Solution Tree Math Conferences, STEAM Conferences, STEM Conferences, CABE Conference, Counseling Conferences. Last, the District and County Office of Education have provided monthly PD sessions for inclusion teachers and Math teachers.

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

Above and beyond any site assistance, MVMS has employed expert assistance from Model Schools (RRR), (STEM Coordinator), (District TOSAS), (ELA TOSA), (District assessment and accountability), (Assoc. Supe of Ed Services), (District EL Coordinator), (IMC Director), (Professional Learning Director), (New teacher and Induction programs), and many experts from the San Joaquin County Office of Education. The principal receives coaching from Model Schools coaches and is mentored by the Assistant Superintendent of Business Services.

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

Teachers meet in a content level/grade level PLC every 2 weeks or more. Teachers bring data to analyze and to use to inform instruction for the whole grade level or discipline. There is designated time given by the District for PLCs each month. In addition, there were District and Site paid days available for teacher collaboration. Many teams of teachers took advantage of this collaboration time. STEM teachers and Inclusion teachers used this time more often than teachers in other departments.

Teaching and Learning

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

They are receiving state standards aligned materials with state standards aligned instruction using adopted State materials. SARC Info for adopted materials. Adopted materials include: ELA - StudySync McGraw Hill, Math - Digits Pearson, Algebra I Houghton Mifflin, Social Studies - McGraw Hill, Amplify Science. This is the second year of the adopted Science curriculum, Amplify.

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

All subject areas meet recommended instructional minutes for ELA, Math, and Physical Education. In middle school, all school days are divided into a six period day. All students attend each period each day. Some students study advanced math or Spanish for one period a day at West High School. Students who attend classes at West High receive high school credit for these classes.

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

Both ELA and Math follow the sequence of units created by district teams. However, the pace may vary dependent upon SpEd numbers included in any given section. This year, most teachers followed the District pacing guide with fidelity. There was an argument made for moving one of the sixth grade math units to a different place in the pacing guide. The pace was slightly slower in our Inclusion sections. Intervention courses are placed within the regular school day, including ELD, Read 180, OAAC, and SpEd inclusion sections.

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

All students have access to all materials deemed appropriate by the district. Each year MVMS passes the Williams Act inspection with no shortage of materials. This year, there was no shortage of materials.

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 classes have SBE-adopted and standards-aligned instructional materials, including intervention and supplemental materials.

Opportunity and Equal Educational Access

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

ELD classes, Inclusion classes for Special Education students, Read 180, Academic Assistance classes (OAAC).

Evidence-based educational practices to raise student achievement

ELD classes, Read 180, RCD units, inclusion courses, My Path, OAAC, Teacher office hours for after class tutoring, MTSS Intervention Homework Club.

Parental Engagement

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

Two years ago, our Parent Liaison position returned to full time on our campus. This position is critical for increasing parent involvement for our school. In addition to promoting parent engagement on our site for all parents, our Parent Liaison increases communication with all of our families, especially our Spanish speaking families, which constitute the majority of our families. After closing programs during the COVID years, the Boys and Girls Club is open this year at full capacity. This is paramount in our community as the Club offers many after school activities, including academic assistance and sports. Lastly, it is a resource for our parents, as students can stay until 6:00pm, allowing a safe place for students to wait for parent pick up. Our yearly parenting classes with PIQE were reinstated. The parenting program was held in the Fall, was held virtually, and included some 70 families attending the eight week parenting class. We have a 0.6 Librarian Teacher and a .75 library tech to assist in intervention.

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)

Our parents and students have input in a variety of ways: School Site Council, ELAC, DELAC, District parent/student meetings, MVMS Leadership Team, Parent Surveys, Student Surveys, Student ASB Leadership, Site Parent Meetings and events.

Funding

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

Employees, supplemental materials, translation and interpretation services, agendas, teacher planning time, AVID, After School Tutoring, technology, professional development, STEM priority, copies, field trips

Fiscal support (EPC)

Site funds, AVID funds, Title I funds, Targeted SES/EL/FY funds, Targeted EL funds

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

The school consults with School Site Council (October 19, 2023, February 15, 2024, April 18, 2024), ELAC (September 21, 2023, November 16, 2023, February 2, 2024, April 18, 2024), Faculty Leadership, faculty, staff, and to a limit extent, our Leadership students and Student Council. We also take any input from any parent or community group and use this input to form our School Site Plan. For example, we have a strong 8 week parenting class, and weekly parent "cafes". Their input is key in recognizing our parents' voices and opinions. All of the above parties are involved in several needs assessment data sessions to enable all parties to make informed decisions.

Resource Inequities

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

Our school has full resources (materials and texts). There are some facility issues, including our library and field space for PE. Two years ago, District added lockers to both locker rooms so that students would no longer share lockers, which had created a safety issue in regards to COVID. In addition, District provided new furniture and carpeting for the Monte Vista Library. The District replaced the air conditioning in the cafeteria this year. Last, we were added to the ATSI list of Tracy schools last year primarily due to our large and underperforming SWD population. These students, though scoring higher each year than the year before, still scored very low on ELA and Math exams. In addition, they tend to have a higher rate of absences and suspensions. We have inclusion sections for lower functioning students, with two credentialed teachers in each section. The ratio of our inclusion courses is 1:3, SpEd to Gen Ed. This keeps the class moving forward without leaving anyone behind. Higher functioning SpEd students are in general education classes and most receive 100 minutes of SpEd assistance each week in the form of a push in RSP teacher. Throughout the year, there is some movement between the two programs.

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	0.5%	0.41%	0.67%	4	3	5
African American	5.6%	5.52%	5.59%	47	40	42
Asian	8.9%	10.22%	10.65%	75	74	80
Filipino	4.8%	5.25%	4.66%	40	38	35
Hispanic/Latino	64.5%	64.36%	64.71%	541	466	486
Pacific Islander	2.2%	2.07%	1.33%	18	15	10
White	10.1%	9.25%	9.85%	85	67	74
Multiple/No Response	3.5%	2.90%	2.53%	29	21	19
			Total Enrollment	839	724	751

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	272	215	264
Grade 7	287	255	222
Grade 8	280	254	264
Grade 11			1
Total Enrollment	839	724	751

Conclusions based on this data:

1. Our population increased from the year prior, but decreased from 2020-201.
2. The majority of our students are Hispanic and Asian.
3. For the 2023-2024 school year, we currently have 720 students, a decrease from from the previous year.

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	297	237	230	35.4%	32.7%	30.6%
Fluent English Proficient (FEP)	201	182	222	24.0%	25.1%	29.6%
Reclassified Fluent English Proficient (RFEP)	45	163	200	15.2%	22.5%	26.6%

Conclusions based on this data:

1. Approximately one third of our student population struggles with the English language.
2. FEP students have shown a slight increase in English Proficiency.
3. The number of RFEP students is increasing, which may be due to the change in achievement measures that qualify a student to be reclassified.

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 6	272	214	259	252	213	251	251	213	251	92.6	99.5	96.9
Grade 7	284	266	219	270	264	214	268	264	214	95.1	99.2	97.7
Grade 8	270	257	264	254	254	249	252	254	249	94.1	98.8	94.3
All Grades	826	737	742	776	731	714	771	731	714	93.9	99.2	96.2

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 6	2458.	2491.	2496.	5.98	9.39	13.55	20.32	26.76	23.51	24.70	29.11	24.30	49.00	34.74	38.65
Grade 7	2497.	2510.	2494.	7.46	9.85	7.48	23.88	24.24	21.50	28.36	31.06	26.64	40.30	34.85	44.39
Grade 8	2494.	2532.	2515.	5.95	6.30	5.22	21.43	28.74	24.90	24.60	35.04	33.33	48.02	29.92	36.55
All Grades	N/A	N/A	N/A	6.49	8.48	8.82	21.92	26.54	23.39	25.94	31.87	28.15	45.65	33.11	39.64

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 6	7.57	12.68	11.95	51.79	56.81	50.20	40.64	30.52	37.85
Grade 7	9.70	11.74	10.28	56.72	59.09	53.27	33.58	29.17	36.45
Grade 8	9.52	11.42	7.63	51.59	59.84	54.62	38.89	28.74	37.75
All Grades	8.95	11.90	9.94	53.44	58.69	52.66	37.61	29.41	37.39

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 6	6.00	8.45	11.55	38.40	54.46	47.81	55.60	37.09	40.64
Grade 7	9.33	10.61	10.28	52.24	54.55	47.20	38.43	34.85	42.52
Grade 8	4.78	12.99	6.43	41.43	53.15	55.82	53.78	33.86	37.75
All Grades	6.76	10.81	9.38	44.21	54.04	50.42	49.02	35.16	40.20

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 6	8.76	14.55	7.57	66.53	67.14	76.89	24.70	18.31	15.54
Grade 7	7.84	7.95	10.75	72.01	71.21	66.36	20.15	20.83	22.90
Grade 8	8.33	7.87	7.63	70.24	73.62	71.89	21.43	18.50	20.48
All Grades	8.30	9.85	8.54	69.65	70.86	71.99	22.05	19.29	19.47

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 6	9.56	11.74	11.55	64.94	69.48	66.14	25.50	18.78	22.31
Grade 7	12.31	13.26	10.75	66.04	62.88	60.75	21.64	23.86	28.50
Grade 8	7.54	11.02	10.44	65.87	75.20	67.07	26.59	13.78	22.49
All Grades	9.86	12.04	10.92	65.63	69.08	64.85	24.51	18.88	24.23

Conclusions based on this data:

1. Overall achievement in ELA at Monte Vista has increased over the last few years. In comparing the 2021-2022 school year to the 2022-2023 school year, we see these findings. This year is the first year that scores have declined over the previous year. Sixth-grade ELA students gained 2 percentage points in exceeding or meeting standards. Seventh-grade ELA students lost 5 percentage points in exceeding or meeting standards. Eighth-grade ELA students lost 5 percentage points in exceeding or meeting standards. Collectively, MVMS students decreased ELA scores by 3 percentage points in one year.
2. Reading achievement school wide remained constant.
3. Scores in Research Inquiry have dropped for all grade levels and almost 5% school wide.

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 6	272	214	259	252	212	255	251	212	255	92.6	99.1	98.5
Grade 7	284	266	219	267	260	217	267	260	217	94.0	97.7	99.1
Grade 8	270	257	264	252	254	260	252	254	260	93.3	98.8	98.5
All Grades	826	737	742	771	726	732	770	726	732	93.3	98.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2445.	2477.	2480.	6.77	8.96	12.16	9.16	15.57	10.98	26.29	26.89	28.63	57.77	48.58	48.24
Grade 7	2465.	2477.	2480.	4.49	6.15	9.68	13.86	14.62	12.44	26.22	23.08	24.42	55.43	56.15	53.46
Grade 8	2457.	2461.	2465.	6.35	4.72	4.23	7.14	10.24	8.46	17.46	16.93	20.38	69.05	68.11	66.92
All Grades	N/A	N/A	N/A	5.84	6.47	8.61	10.13	13.36	10.52	23.38	22.04	24.45	60.65	58.13	56.42

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 6	7.57	8.96	10.59	31.87	42.45	41.18	60.56	48.58	48.24
Grade 7	9.40	10.38	8.76	38.72	38.08	38.25	51.88	51.54	53.00
Grade 8	6.35	5.51	4.23	32.94	36.61	38.46	60.71	57.87	57.31
All Grades	7.80	8.26	7.79	34.59	38.84	39.34	57.61	52.89	52.87

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 6	5.18	6.60	10.98	37.05	51.42	45.49	57.77	41.98	43.53
Grade 7	7.87	7.31	9.68	43.45	51.92	45.16	48.69	40.77	45.16
Grade 8	6.75	7.48	6.54	43.25	42.52	46.54	50.00	50.00	46.92
All Grades	6.62	7.16	9.02	41.30	48.48	45.77	52.08	44.35	45.22

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 6	6.77	11.79	10.20	53.78	59.43	56.86	39.44	28.77	32.94
Grade 7	3.75	6.15	9.22	66.67	58.46	55.30	29.59	35.38	35.48
Grade 8	5.95	4.72	3.46	57.14	51.97	54.23	36.90	43.31	42.31
All Grades	5.45	7.30	7.51	59.35	56.47	55.46	35.19	36.23	37.02

Conclusions based on this data:

1. From the 2021-2022 year to the 22-23 year, Monte Vista math achievement stayed constant at 19% meeting or exceeding standards. Seventh-grade students made the most growth and increased scores by 1%.
2. Achievement in math concepts/procedures has shown a small increase in achievement across all three grades. Math, Communicating Reasoning has remained constant.
3. Math, Problem Solving/Analyzing Data remained constant.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.82	14.56	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. Monte Vista eighth grade students showed a decrease in Science achievement via the CAST test, at 4%, when compared to last year's students and when compared to the District and State growth. Reasons for the decline may vary, but there has been no credentialed Science teacher all year in Grade 8. There has been a rotation of substitutes.
2. CAST District achievement showed a 1.49 percent growth.
3. CAST State achievement showed a 0.82 percent growth.

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
6	1501.9	1546.3	1541.3	1504.2	1548.0	1547.6	1499.1	1544.2	1534.6	92	74	87
7	1533.0	1554.1	1561.2	1535.5	1557.1	1569.2	1530.0	1550.6	1552.8	100	77	64
8	1545.3	1577.5	1552.0	1552.5	1589.4	1552.7	1537.5	1565.1	1550.9	88	73	71
All Grades										280	224	222

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
6	7.87	31.08	33.33	38.20	50.00	32.18	30.34	10.81	26.44	23.60	8.11	8.05	89	74	87
7	26.32	24.68	50.00	28.42	44.16	25.00	24.21	27.27	10.94	21.05	3.90	14.06	95	77	64
8	17.24	38.36	33.80	39.08	39.73	32.39	29.89	15.07	14.08	13.79	6.85	19.72	87	73	71
All Grades	17.34	31.25	38.29	35.06	44.64	30.18	28.04	17.86	18.02	19.56	6.25	13.51	271	224	222

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
6	22.47	64.86	52.87	40.45	27.03	34.48	24.72	2.70	6.90	12.36	5.41	5.75	89	74	87
7	37.89	38.96	65.63	31.58	45.45	17.19	20.00	11.69	4.69	10.53	3.90	12.50	95	77	64
8	29.89	60.27	50.70	48.28	26.03	22.54	14.94	8.22	9.86	6.90	5.48	16.90	87	73	71
All Grades	30.26	54.46	55.86	39.85	33.04	25.68	19.93	7.59	7.21	9.96	4.91	11.26	271	224	222

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
6	2.25	12.16	9.20	13.48	33.78	27.59	39.33	37.84	36.78	44.94	16.22	26.44	89	74	87
7	7.37	15.58	20.31	27.37	24.68	32.81	30.53	44.16	26.56	34.74	15.58	20.31	95	77	64
8	5.75	28.77	16.90	32.18	23.29	28.17	27.59	31.51	25.35	34.48	16.44	29.58	87	73	71
All Grades	5.17	18.75	14.86	24.35	27.23	29.28	32.47	37.95	30.18	38.01	16.07	25.68	271	224	222

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
6	14.61	25.68	20.69	57.30	67.57	64.37	28.09	6.76	14.94	89	74	87
7	17.89	14.29	17.19	56.84	70.13	64.06	25.26	15.58	18.75	95	77	64
8	19.54	28.77	8.45	60.92	60.27	69.01	19.54	10.96	22.54	87	73	71
All Grades	17.34	22.77	15.77	58.30	66.07	65.77	24.35	11.16	18.47	271	224	222

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
6	49.44	79.73	85.06	42.70	17.57	9.20	7.87	2.70	5.75	89	74	87
7	71.58	77.92	84.38	23.16	19.48	3.13	5.26	2.60	12.50	95	77	64
8	70.11	71.23	73.24	27.59	23.29	11.27	2.30	5.48	15.49	87	73	71
All Grades	63.84	76.34	81.08	31.00	20.09	8.11	5.17	3.57	10.81	271	224	222

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
6	2.25	14.86	14.94	30.34	50.00	41.38	67.42	35.14	43.68	89	74	87
7	21.05	18.18	21.88	29.47	50.65	40.63	49.47	31.17	37.50	95	77	64
8	22.99	38.36	23.94	27.59	24.66	33.80	49.43	36.99	42.25	87	73	71
All Grades	15.50	23.66	19.82	29.15	41.96	38.74	55.35	34.38	41.44	271	224	222

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
6	8.99	24.32	26.44	69.66	64.86	63.22	21.35	10.81	10.34	89	74	87
7	8.42	16.88	32.81	67.37	77.92	54.69	24.21	5.19	12.50	95	77	64
8	0.00	8.22	11.27	85.06	84.93	70.42	14.94	6.85	18.31	87	73	71
All Grades	5.90	16.52	23.42	73.80	75.89	63.06	20.30	7.59	13.51	271	224	222

Conclusions based on this data:

1. There was an increase in the number of students scoring a 4 in the 2022-2023 school year when compared to the 2020-2021 school year. The increase is approximately 7%. There was a decrease in the number of students receiving a 3.

2. There is a an increase in students receiving a 2 or 1 on the ELPAC. The increase coincided with an increase in Newcomers for this school year.

3. The increase in the number of students receiving a 4, will most certainly increase the number of R-FEPs during the year.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
751	**73.2**	**30.6**	**0.5**
Total Number of Students enrolled in Monte Vista Middle 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	230	30.6
Foster Youth	4	0.5
Homeless	37	4.9
Socioeconomically Disadvantaged	550	73.2
Students with Disabilities	102	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	5.6
American Indian	5	0.7
Asian	80	10.7
Filipino	35	4.7
Hispanic	486	64.7
Two or More Races	19	2.5
Pacific Islander	10	1.3
White	74	9.9

Conclusions based on this data:

1. Our largest population is our Hispanic population.

2. Almost three quarters of our total population lives in poverty.

3. Our percentage of students with disabilities is a low estimate as many students do not get tagged correctly until after the CBEDs count.. Still, most California schools have between 7-9% students with disabilities. Even at 14% we are far above the norm.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Red
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Academic performance in math has climbed steadily and has moved from low orange to yellow. English Learner progress remains very high.
2. Chronic absenteeism has decreased to yellow.
3. Our suspension rate, which was very low before COVID Distance Learning, remains high.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	1	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Red	Less than 11 Students
44.7 points below standard	72.7 points below standard	3 Students
Decreased -9.6 points	Decreased -9.9 points	
681 Students	306 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Orange	 Red
78.5 points below standard	59.2 points below standard	125.4 points below standard
Decreased -8.4 points	Decreased -10.6 points	Decreased -5.7 points
34 Students	504 Students	91 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Green	 Yellow
54.2 points below standard	5 Students	7.6 points above standard	1.8 points below standard
Decreased -12.7 points		Increased +9.5 points	Decreased Significantly -23.1 points
38 Students		75 Students	34 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	30.5 points below standard	Less than 11 Students	 Orange
59.5 points below standard	Decreased -3.1 points	10 Students	20.4 points below standard
Decreased -11.2 points	15 Students		Decreased -8.5 points
443 Students			62 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.1 points below standard	22 points below standard	39.5 points below standard
Decreased -13.5 points	Decreased Significantly -20.4 points	Decreased -10.5 points
178 Students	128 Students	264 Students

Conclusions based on this data:

1. As a group, students with disabilities and homeless students scored lowest.
2. Filipino and Asian students scored well, with Asian students scoring above the average.
3. Reclassified English Learners continue to score higher than English only students.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	1	1	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	Less than 11 Students
88.1 points below standard	118.7 points below standard	3 Students
Increased +6.3 points	Maintained +1.7 points	
682 Students	306 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
117.6 points below standard	 Red	 Red
Increased Significantly +16 points	107.4 points below standard	172.8 points below standard
34 Students	Maintained +2.3 points	Maintained +2 points
	505 Students	92 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Green	 Orange
123.3 points below standard	5 Students	6.2 points below standard	48.6 points below standard
Decreased -10 points		Increased Significantly +27.9 points	Maintained -1.2 points
38 Students		75 Students	34 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	72.1 points below standard	Less than 11 Students	 Yellow
105.7 points below standard	Maintained -1.4 points	10 Students	62.6 points below standard
Maintained +2.4 points	15 Students		Increased Significantly +17.2 points
444 Students			61 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
152.5 points below standard	71.6 points below standard	87.7 points below standard
Maintained +0.9 points	Decreased -11.8 points	Increased +6 points
178 Students	128 Students	265 Students

Conclusions based on this data:

1. Most students increased or maintained math achievement.
2. African American and Hispanic students scored very low in Math.
3. Reclassified English Learners scored higher in math than the English only students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
72.3 points above standard making progress towards English language proficiency
Number of EL Students: 191 Students
Performance Level: 5

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.

2023 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**
15	38	15	123

Conclusions based on this data:

1. English Learner achievement remains high.
2. Approximately 28 percent of the EL students maintained their ELPI level.
3. Approximately 72% of all EL students at Monte Vista progressed at least one ELPI level or maintained a four, the highest level possible, earning the school performance level as rated Very High, which is the highest rating possible.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	3	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
29.2% Chronically Absent	24% Chronically Absent	6 Students
Declined Significantly -3.8	Declined Significantly -6.7	
804 Students	275 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
30.8% Chronically Absent	32.2% Chronically Absent	37.4% Chronically Absent
Declined -15.2	Declined Significantly -4	Declined -4.5
52 Students	597 Students	107 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Orange	 Orange
34% Chronically Absent	5 Students	14.1% Chronically Absent	10.8% Chronically Absent
Declined -8.5		Increased 2.1	Increased 3.3
47 Students		85 Students	37 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	33.3% Chronically Absent	46.2% Chronically Absent	 Red
29.3% Chronically Absent	Declined -5.8	Declined -0.5	46.3% Chronically Absent
Declined Significantly -4.9	21 Students	13 Students	Maintained -0.3
516 Students			80 Students

Conclusions based on this data:

1. Overall, 29% of all students experienced chronic absenteeism. a decrease over the previous year.
2. Filipino and Asian students had the lowest rate of absenteeism.
3. COVID -19 appears to have changed absenteeism rates, which were in the green before the COVID pandemic.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
7	2	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
17.8% suspended at least one day	17.7% suspended at least one day	6 Students
Increased Significantly 8.3	Increased Significantly 4.1	
831 Students	288 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Red
20% suspended at least one day	20.1% suspended at least one day	23.4% suspended at least one day
Increased 9.2	Increased Significantly 8.9	Increased 9.7
55 Students	612 Students	111 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Orange	 Orange
32% suspended at least one day	5 Students	5.6% suspended at least one day	7.9% suspended at least one day
Increased 21.6		Increased 0.4	Increased 0.6
50 Students		89 Students	38 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	40.9% suspended at least one day	38.5% suspended at least one day	 Red
18.1% suspended at least one day	Increased 32.2	Increased 11.8	16.9% suspended at least one day
Increased Significantly 8.2	22 Students	13 Students	Increased 9
531 Students			83 Students

Conclusions based on this data:

1. Overall, the suspension rate of 9.5% in 2022 increased to 17.8% in 2023.
2. The category, All Students, increased in suspension rate.
3. Two or more races have the highest suspension rates of all sub groups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all student groups.

Identified Need

Students achieving at low levels in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized tests/ SBAC	SBAC 2022-2023 Grade 6 ELA 37% met or exceeded standard; Grade 7 ELA 29% met or exceeded standard; Grade 8 ELA 30% met or exceeded standard; Grade 6 Math 23% met or exceeded standard Grade 7 Math 22% met or exceeded standard Grade 8 Math 13% met or exceeded standard	SBAC 2023-2024 Grade 6 ELA 39% will meet or exceed standard; Grade 7 ELA 31% will meet or exceed standard; Grade 8 ELA 32% will meet or exceed standard; Grade 6 Math 25% will meet or exceed standard Grade 7 Math 24% will meet or exceed standard Grade 8 Math 15% will meet or exceed standard
FastBridge Assessment	eReading 2022-2023 Fall College Pathway Level 19% Low Risk Level 26% Some Risk Level 26% High Risk Level 29% eMath College Pathway Level 20% Low Risk Level 24% Some Risk Level 32% High Risk Level 25%	eReading 2023-2024 College Pathway Level 21% Low Risk Level 28% Some Risk Level 24% High Risk Level 27% eMath College Pathway Level 22% Low Risk Level 26% Some Risk Level 30% High Risk Level 23%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Intervention Strategies to support Academic achievement:

Classroom supplies - Supplemental classroom supplies ($4400) (3010) (Site)
Student Agendas ($8,000) (3010)
Savings for unexpected expenses per District Office. ($7,000) (3010)
ELD Paraprofessional ($38493) (0710)
Bilingual Clerk Translator ($57301) (3010)
Bilingual Parent Liaison 1/2 Split with District ($21305) (0710)
SST Coordinator ($2,000) (0709)
AVID ($20,133) (0709)
After School Academic Intervention - Math and ELA ($0)
Field Trips for Academic Language ($15,000) (3010)
Library Books - ($2,000) (3010)

Professional Development and Staffing to Increase Student Achievement/At Risk: ($61,140) (3010) (Site) (0710) (0709)

Technology Improvements - repairs, replacement of old technology, software licenses ($21350) (3010) (0709)
School wide support - copies, office supplies, FedEx, warehouse, laminating, postage ($87370) (Site) (3010) (0709)
Peer Coaching/Data Chats - teacher coaching, release for instructional rounds subs ($3504) (3010)

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)
32465	LCFF
183,110	Title I
46350	LCFF - Supplemental

68946	LCFF - Supplemental
	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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.

Because Monte Vista Middle School continues to have has abundance of interns and newer teachers, we have found that rigorous and relevant professional development is key to ensuring our students are receiving instruction to put them on the right path to achieving college and career readiness. Our professional development has focused on closing the achievement gap that exists among our diverse demographic groups. This year, we have enjoyed a variety of in-person professional development. Most of our professional development focused on improving teaching and learning, though some professional development focused on school climate, SEL, and school safety. These past five years, our faculty has taken a deep dive into creating and perfecting the work of the PLC. The majority of the faculty has attended several PLC conferences, including a general PLC conference, a PLC conference aimed at creating success among diverse populations, and two grading conference to overhaul our current grading system. This year, we continued strengthening our PLCs. Last, with our new District focus on STEM, we have increased our STEM professional development for all parties, including teachers, staff, and administration. We have had in-house professional development, including: Evaluation Information Training, IEP Compliance Training, Needs Assessment Sessions/Data Sessions. STEM Training, DnA Data Training, 5E Lesson Plan Training, Diversity Training, Unconscious Bias Training, SpEd Inclusion Training, Technology Training, SBAC Training, Gang Training, and Team Building. Our main focus has been on STEM and SPEd professional development. Last, teachers have attended five District wide professional development sessions by department. Our Buy Back Days have been well attended and have been directed at increasing rigor in our daily lessons and STEM.

To what extent was the goal accomplished? If we examine our current available data, in both FastBridge and state testing (SBAC and CAST),we can see that in regards to improvement in ELA, Math, and Science our students, for the most part, remained constant with Grade 6 increasing achievement and Grades 7 and 8 showing mixed results. This would suggest that our Professional Development push at Monte Vista is working. While Monte Vista is aligned with our District goal of increasing STEM access, our faculty needs assessment would indicate a desire for more professional development in ELA and Math, specifically.

All other activities in this goal helped support our students in many different ways. For example, the SST Coordinator was key in identifying at risk students and then helping to support these students. Our clerk translator and parent liaison, full time this year, were key in providing a link for our Spanish speaking parents during the school day, at parent events, and during IEPs. Our fieldtrips helped students get hands on experience related to STEM and academic vocabulary improvement.

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

This year, the District supplemented our budget with additional monies received. For example, this year, the District paid for our parent involvement classes (PIQE), our intervention reading program (Read 180), and provided for additional items for which the site did not have to pay. District also paid for additional counseling and additional days for our licensed therapist due to the perceived need of supplemental attention for SEL matters due to COVID 19 isolation. Last, the District increased staff with two additional MTSS paras and an additional clerk. This is the second year that we have had the MTSS paras and clerk. Our MTSS paras have contact with students all day and every day after school for tutoring in a positive environment. We have learned, however, that the MTSS clerk position will not continue on to the next year. This is problematic as this position has become paramount in supporting our COST system of SEL referrals. Sow A Seed was funded from a grant for our site. This included two trained mental health supporters for our site. There was too much turn over in mentors and they were not as effective as they could have been. District paid for FACES this year with carryover funds until March, when funds ran out. These mentors on campus every day were very effective in promoting a positive climate. It is not known yet if they will be funded for next year.

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.

There is little change to Goal #1. We had steady success in increasing achievement before COVID 19. Therefore, we will stay steady in regard to our goals, activities, and spending, which have shown success in the past. However, Goal #2 will address a major shift in spending as this goal includes changes and additions with regard to SEL needs assessments. SEL Learning will need to be a strong focus in the coming years. This will improve campus climate and safety. We added FastBridge metric to have timely data.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

This goal is extremely important for our campus due to our high numbers of low SES, Special Education, and EL students. Achieving LCAP Goal 1 is predicated on reaching LCAP Goal 2. Our students must feel supported and valued to be successful. Many of our students come with many struggles, including low parental involvement, poverty, learning disabilities, mental health issues, low reading ability, achievement gaps, violent cultural norms, and lack of English fluency. Building a positive culture and community on campus, with SEL supports built into the curriculum, is of utmost importance. In addition, we must continually work on student-staff relationships because, as in many schools, when the staff does not look like the students, there is often mistrust among students, staff, and families. Our objective is to remove barriers to learning to the greatest extent possible. Last, student and parent surveys indicate an increase in school satisfaction in general. Overall, parents and students showed a significant increase in the climate and safety of the school. The biggest decrease in satisfaction came from the staff needs assessment in the area of school cleanliness. Admin and District are attempting to rectify the issue.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TUSD Stakeholder Survey: Students, Staff, and Parents - Climate TUSD Stakeholder Survey: Students, Staff, and Parents - Safety	Climate Approval: Parents = 90% Students = 73% Staff = 91% Safety Approval: Parents = 92% Students = 68% Staff = 85%	Climate Approval: Parents = 92% Students = 75% Staff = 93% Safety Approval: Parents = 94% Students = 70% Staff = 87%
Discipline Data	Referrals Suspensions Expulsions 2019-2020 645 103 9 2020-2021 42 0 0 2021-2022 728 104 14 (up to 4/25)	Referrals Suspensions Expulsions 2022-2023 687 100 12 2023-2024 235 140 5 2024-2025 549 109 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 261 155 7 (up to 3/6) 2023-2024 610 121 4 (up to 3/13)	

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

Parent Involvement:
Parent Liaison - Liaison between school and home, reaching out to serve community Coffee Chats/Parent Education - ($1,500) (3010)
Translator for After School Events - ($2000) (3010) (0710)
PIQE Parenting Classes (Parent Involvement for a Quality Education) - reaching out to serve community - $13,000

Foster and Create a Safe and Inclusive Environment:
Positive Awards Assemblies - motivation for continued learning, discipline improvement (Academic and Attendance) ($1500) (Site)
Lanyards/IDs for Safety/Belonging - making students feel like a part of the school, safety ($1,300) (Site)
Where Everybody Belongs/WEB Program - making students feel like they belong to the school ($10,000) (3010)
Team Competition Fees: Math Counts, Science Olympiad - ($1,400) (3010)

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)
2,800	LCFF
26,900	Title I
1,000	LCFF - Supplemental
	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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.

All of the programs listed have contributed to promoting a positive, healthy, safe, and equitable culture at Monte Vista. We have two types of categories of programs that focus on this goal. We have student programs such as WEB, AVID, Awards and Positive Attendance Assemblies, a great partnership with the Boys and Girls Clubs of Tracy. All of these programs give students a true sense of belonging, motivation to succeed academically, positive attendance goals, and outlets to improve mental health and self-esteem. The second category is directed at parent involvement. There is a strong correlation between student success and parent involvement. As we have added programs to increase parent involvement, we have seen an increase in academic achievement and an increase in positive relationships between families and staff. We offer parenting classes, and Parent Café with outside speakers to help connect parents to Monte Vista. Our ESL for adults moved from our campus to the Adult School. Two years ago, our parent liaison was split between two schools and we saw a drop in effectiveness as measured by parent involvement. In addition, this drop can be attributed to COVID 19 as parents were not allowed to be on campus until late in the school year. While we had some parent participation virtually, it was far from our norm. This year, our parent liaison is full time on our campus every day. Parent involvement has increased dramatically. The number of parents involved in our PIQE parenting classes and Parent Cafes has increased over last year. We had over 70 families participating in our parenting program.
This year, the number of suspensions has decreased. This leads us to believe that while the number of low level poor behaviors have increased, the number of serious behaviors has decreased. This year, we added Sow A Seed and FACES to help mentor students in need. Conflict mediation, done by both the counselors and administration. remained steady. Our licensed therapist is here five days a week due to a dramatic increase in student mental health issues and behaviors. In addition, the counselors have instituted a COST Team (Coordination of Services Team), which meets every other week to coordinate all parties' actions (Administration, Counselors, School Psychologist, Licensed School Therapist, Sow A Seed Mentors, FACES). Student progress is discussed. Names are added or subtracted and distributed to the proper entity to receive tiered assistance. It is unknown if Sow A Seed and FACES will return next year due to loss of funding. In addition, our licensed therapist may decrease time from five days and week to three days a week.

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

Our budget has remained fairly stable from year to year. However, this year, we see a decrease of at least $30,000. We will have to decrease the amount of dollars dedicated to SEL success for all students.

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.

Our goal remains the same: equity in education in a safe learning environment. We will continue to support all SEL efforts school wide, including continuing the use of Second Step Curriculum in all Social Studies classes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all students.

Goal 3

Inclusion: Increase academic achievement for all students, with an emphasis on Special Education students, specifically, SDC inclusion.

Identified Need

Monte Vista has had a consistent number of Special Education students. These students need Tier 3 interventions. We moved to a fully inclusive program during the 2021-2022 school year. All Special Education students were placed in general education inclusion sections, which are serviced by two fully credentialed teachers, one general education and one Special Education. Last year we added a push in RSP model for higher functioning students. Now the inclusion model and push in model run side by side.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SBAC Math, ELA, and Science Results	2020-2021 SpEd SBAC ELA - 134 points below the standard SpEd SBAC Math - 193 points below the standard 2021-2022 SpEd SBAC ELA - 119 points below the standard (15 point improvement) SpEd SBAC Math - 174 points below the standard (19 point improvement) 2022-2023 SBAC SpEd SBAC ELA - 125 points below standard SpEd SBAC Math - 173 points below standard (1 point improvement)	2023-2024 SpEd SBAC ELA 113 points below standard SpEd SBAC Math 156 points below standard

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)

Specifically SDC, RSP, and Speech Students

Strategy/Activity

Our full inclusion model continues to evolve into a hybrid model. SDC students will remain in inclusion sections. RSP students have been moved to a pull out service for their minutes in all grades.

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)
0	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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.

This is the third year of implementing this goal. Inclusion was implemented fully during the 21-22 school year. Effectiveness can be measured two ways, academically and social emotional. Academically, there is no doubt that SpEd students in inclusion were exposed to the same curriculum to which non-SpEd students are exposed. This was a dramatic increase of expected learning and curriculum exposure for our SpEd students, especially those who were SDC the previous year, in self-contained SDC classrooms. Students were no longer afforded modifications, but most did have accommodations. Some students moved from inclusion to RSP and RSP to inclusion. Some that would have been more successful in an SDC class, were moved to SDC classes. Even so, we quickly ran out of room for 7th graders this year. It becomes glaringly clear that proper program placement is important to the success of the students. It is our recommendation that we leave space in the inclusion sections for incoming students so that they can be placed quickly and efficiently into inclusion.

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

While we budgeted money for the last two years for our Inclusion Program, none was needed. We were unexpectedly entered into a grant with the San Joaquin County Office of Education. They

kindly presented and paid for our inclusion professional development for the last two years. This year, with a new SpEd TOSA, TUSD SpEd has provided ample professional development for our inclusion teachers, both SpEd Specialists and Content Teachers.

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.

Our inclusion program is evolving into a hybrid program. with limited inclusion sections and a growing number of students whose minutes will be serviced through pull out. However, one can see that the amount budgeted for the Inclusion Program is zero this coming year as all needs will be fulfilled through District funding.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

Amount(s)	Source(s)

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	$333,610.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$361,571.00

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	$210,010.00

Subtotal of additional federal funds included for this school: $210,010.00

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 ($)
District Funded	$0.00
LCFF	$35,265.00
LCFF - Supplemental	$116,296.00

Subtotal of state or local funds included for this school: $151,561.00

Total of federal, state, and/or local funds for this school: $361,571.00

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

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Barbara Silver	Principal
Dawn Arbogast	Classroom Teacher
Carol Wyant	Classroom Teacher
Melissa Gonzales	Classroom Teacher
Sandra Lomeli	Other School Staff
Melissa Garza	Parent or Community Member
Ashley Fisher	Parent or Community Member
Mariza Mora	Parent or Community Member

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 April 18, 2024.

Attested:



Principal, Barbara Silver on April 18, 2024

SSC Chairperson, Melissa Garza on April 18, 2024

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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