School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Middle School	39-75499-6042840	May 1, 2025	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Monte Vista Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Monte Vista Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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.

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.

Educational Partner Involvement

How, when, and with whom did Monte Vista Middle 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 3, 2024, January 23, 2025, May 1, 2025), ELAC (October 3, 2024, November 21, 2024, January 30, 2025, April 17, 2025), Faculty Leadership, faculty, staff, and to a limit extent, our Leadership class students and Student Council. We also take input from any parent or community group and use this input to inform our School Site Plan. For example, we have a well-attended 8-week parenting class, and weekly parent "cafes" that are open to all families. Input from these groups is essential in recognizing and understanding our parents' voices and opinions. All of the above parties are involved in several needs assessment data sessions to enable them to make informed decisions.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Our school has full resources (materials and texts). There are some facility issues, including our library and field space for PE. Three years ago, the 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, the District provided new furniture and carpeting for the Monte Vista Library. The District replaced the air conditioning in the cafeteria last year. We were added to the ATSI list of Tracy schools two years ago primarily due to our large and underperforming Students with Disabilities (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 tended to have a higher rate of absences and suspensions. In the past, we have had inclusion sections for lower functioning students, with two credentialed teachers in each section. The ratio of our inclusion courses is 1:3, SpEd to non-SpEd. This keeps the class moving forward without leaving anyone behind. In 2024-25 higher functioning SpEd students were in general education classes and most received 100 minutes of SpEd assistance each week in the form of a push-in RSP teacher. For the coming year, all SWDs will be placed in an inclusion section for Math and ELA, which will guarantee them access to the curriculum in a general education classroom.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

For ELA performance, African American, Homeless, and Students with Disabilities scored in the red category compared to the school's yellow overall performance. For Math performance, English Learners, Long-Term English Learners, and Homeless scored red compared to the school's yellow overall performance. For the chronic absenteeism indicator, Homeless students are two levels below the school's yellow overall performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Overall School Climate Satisfaction LCAP Survey

Parents - Climate Str Agr Agree Total Percent
Q8 15.00 18.00 39.00 84.62% This school's staff motivates students to learn
Q14 14.00 16.00 39.00 76.92% 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 8.00 20.00 35.00 80.00% The buildings and grounds at this school are clean and well maintained
Q30 12.00 17.00 35.00 82.86% This school communicates the importance of respecting all cultural beliefs and practices
Q34 13.00 11.00 25.00 96.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 8.00 11.00 23.00 82.61% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 10.00 12.00 24.00 91.67% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 7.00 12.00 23.00 82.61% 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 13.00 16.00 34.00 85.29% The school staff responds to me in a timely manner
Q36 15.00 16.00 34.00 91.18% The school office staff is friendly and professional
115.00 149.00 311.00 84.89%

Students - Climate Str Agr Agree Total Percent
Q6 116.00 337.00 564.00 80.32% 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 120.00 303.00 548.00 77.19% This school communicates the importance of respecting all cultural beliefs and practices
Q33 88.00 333.00 548.00 76.82% My teachers recognize the good work I am doing and provide timely feedback
Q34 102.00 268.00 546.00 67.77% This school motivates students to learn
Q35 44.00 214.00 545.00 47.34% The buildings and grounds at this school are clean and well maintained
Q42 118.00 308.00 549.00 77.60% I feel comfortable working with classmates and participating in class
Q43 73.00 303.00 544.00 69.12% I feel safe, secure and supported at this school
661.00 2066.00 3844.00 70.94%

Staff - Climate Str Agr Agree Total Percent
Q6 19.00 27.00 50.00 92.00% 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 22.00 25.00 50.00 94.00% Members of the school/department collaborate to achieve our school goals
Q21 11.00 31.00 49.00 85.71% The buildings and grounds at this school are clean and well maintained
Q22 19.00 29.00 49.00 97.96% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 24.00 25.00 50.00 98.00% I am treated with respect by my colleagues at work
Q24 10.00 34.00 50.00 88.00% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 6.00 37.00 50.00 86.00% Our district ensures effective communication across the organization

111.00 208.00 348.00 91.67%

Overall School Safety Satisfaction LCAP Survey

Parents - Safety Str Agr Agree Total Percent
Q26 8.00 20.00 35.00 80.00% The buildings and grounds at this school are well maintained
Q28 7.00 14.00 24.00 87.50% My child is safe on school grounds before school
Q28 9.00 18.00 29.00 93.10% My child is safe on school grounds during the day
Q28 7.00 16.00 26.00 88.46% My child is safe on school grounds in the classroom
Q28 3.00 19.00 24.00 91.67% My child is safe on school grounds after school
Q29 14.00 17.00 35.00 88.57% The rules of this school are clearly communicated to parents
48.00 104.00 173.00 87.86%

Students - Safety Str Agr Agree Total Percent
Q35 44.00 214.00 545.00 47.34% The buildings and grounds at this school are clean and well maintained
Q38 89.00 307.00 547.00 72.39% I feel safe while attending class
Q39 79.00 250.00 546.00 60.26% I feel safe from gang activity and gang violence at school
Q41 189.00 305.00 549.00 89.98% I know the school rules
401.00 1076.00 2187.00 67.54%

Staff - Safety Str Agr Agree Total Percent
Q19 32.00 18.00 50.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 20.00 29.00 50.00 98.00% My workplace is safe
Q21 11.00 31.00 49.00 85.71% The buildings and grounds at this school are well maintained
63.00 78.00 149.00 94.63%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Monte Vista Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.67%	0.56%	3	5	4
African American	5.52%	5.59%	6.15%	40	42	44
Asian	10.22%	10.65%	10.77%	74	80	77
Filipino	5.25%	4.66%	4.06%	38	35	29
Hispanic/Latino	64.36%	64.71%	66.01%	466	486	472
Pacific Islander	2.07%	1.33%	1.54%	15	10	11
White	9.25%	9.85%	9.09%	67	74	65
Two or More Races	2.90%	2.53%	1.82%	21	19	13
Not Reported	%	0%	%	0	0	
			Total Enrollment	724	751	715

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	215	264	219
Grade 7	255	222	266
Grade 8	254	264	230
Total Enrollment	724	751	715

Conclusions based on this data:

1. For the 2023-2024 school year, we have 715 students, which represents a decrease of 36 students from the previous year.
2. The majority of our students are Hispanic and Asian.
3. In 2023-2024, we had a slight decrease in Hispanic/Latino, White and Filipino students, and students of two or more races.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	237	230	192	35.4%	32.7%	26.9%
Fluent English Proficient (FEP)	182	222	239	24.0%	25.1%	33.4%
Reclassified Fluent English Proficient (RFEP)	163	200	218	15.2%	22.5%	53.2%

Conclusions based on this data:

1. A little more than one quarter of our student population struggles with the English language.
2. We have seen a significant increase in the number of students who are initially assessed as English Proficient upon entry.
3. The number of RFEP students continues to increase, which has been a trend these past three years. This increase 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	214	259	220	213	251	216	213	251	216	99.5	96.9	98.2
Grade 7	266	219	267	264	214	264	264	214	264	99.2	97.7	98.9
Grade 8	257	264	230	254	249	227	254	249	227	98.8	94.3	98.7
All Grades	737	742	717	731	714	707	731	714	707	99.2	96.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2491.	2496.	2490.	9.39	13.55	11.11	26.76	23.51	24.07	29.11	24.30	28.70	34.74	38.65	36.11
Grade 7	2510.	2494.	2512.	9.85	7.48	14.02	24.24	21.50	21.59	31.06	26.64	26.89	34.85	44.39	37.50
Grade 8	2532.	2515.	2531.	6.30	5.22	9.25	28.74	24.90	28.63	35.04	33.33	29.52	29.92	36.55	32.60
All Grades	N/A	N/A	N/A	8.48	8.82	11.60	26.54	23.39	24.61	31.87	28.15	28.29	33.11	39.64	35.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.68	11.95	12.96	56.81	50.20	50.93	30.52	37.85	36.11
Grade 7	11.74	10.28	15.91	59.09	53.27	50.38	29.17	36.45	33.71
Grade 8	11.42	7.63	13.22	59.84	54.62	59.47	28.74	37.75	27.31
All Grades	11.90	9.94	14.14	58.69	52.66	53.47	29.41	37.39	32.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.45	11.55	6.94	54.46	47.81	52.78	37.09	40.64	40.28
Grade 7	10.61	10.28	15.97	54.55	47.20	46.39	34.85	42.52	37.64
Grade 8	12.99	6.43	10.13	53.15	55.82	48.90	33.86	37.75	40.97
All Grades	10.81	9.38	11.33	54.04	50.42	49.15	35.16	40.20	39.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.55	7.57	10.19	67.14	76.89	68.52	18.31	15.54	21.30
Grade 7	7.95	10.75	8.71	71.21	66.36	68.56	20.83	22.90	22.73
Grade 8	7.87	7.63	7.93	73.62	71.89	75.33	18.50	20.48	16.74
All Grades	9.85	8.54	8.91	70.86	71.99	70.72	19.29	19.47	20.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.74	11.55	12.50	69.48	66.14	63.43	18.78	22.31	24.07
Grade 7	13.26	10.75	16.29	62.88	60.75	56.44	23.86	28.50	27.27
Grade 8	11.02	10.44	13.66	75.20	67.07	70.04	13.78	22.49	16.30
All Grades	12.04	10.92	14.29	69.08	64.85	62.94	18.88	24.23	22.77

Conclusions based on this data:

1. Overall achievement in ELA at Monte Vista has increased over the last few years. In comparing the 2022-2023 school year to the 2023-2024 school year, we see these findings. Sixth grade was the only group that declined. Sixth-grade ELA students lost 2 percentage points in the exceeding or meeting categories. Seventh-grade ELA students gained 7 percentage points in exceeding or meeting categories. Eighth-grade ELA students gained 8 percentage points in exceeding or meeting categories. Collectively, MVMS students increased ELA scores by 4 percentage points in one year.
2. Reading achievement school wide increased by 5 percent overall.
3. Scores in Research Inquiry have increased approximately 1.5% school wide. The percentage of students who scored Above Standard in Research Inquiry increased in all three grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	214	259	220	212	255	216	212	255	216	99.1	98.5	98.2
Grade 7	266	219	267	260	217	266	260	217	266	97.7	99.1	99.6
Grade 8	257	264	228	254	260	227	254	260	227	98.8	98.5	99.6
All Grades	737	742	715	726	732	709	726	732	709	98.5	98.7	99.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2477.	2480.	2476.	8.96	12.16	14.35	15.57	10.98	11.57	26.89	28.63	26.85	48.58	48.24	47.22
Grade 7	2477.	2480.	2488.	6.15	9.68	8.65	14.62	12.44	16.92	23.08	24.42	22.93	56.15	53.46	51.50
Grade 8	2461.	2465.	2480.	4.72	4.23	11.01	10.24	8.46	6.17	16.93	20.38	19.82	68.11	66.92	63.00
Grade 11															
All Grades	N/A	N/A	N/A	6.47	8.61	11.14	13.36	10.52	11.85	22.04	24.45	23.13	58.13	56.42	53.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.96	10.59	9.26	42.45	41.18	39.35	48.58	48.24	51.39
Grade 7	10.38	8.76	11.65	38.08	38.25	34.59	51.54	53.00	53.76
Grade 8	5.51	4.23	7.93	36.61	38.46	33.92	57.87	57.31	58.15
Grade 11									
All Grades	8.26	7.79	9.73	38.84	39.34	35.83	52.89	52.87	54.44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	6.60	10.98	9.26	51.42	45.49	46.76	41.98	43.53	43.98
Grade 7	7.31	9.68	10.15	51.92	45.16	46.99	40.77	45.16	42.86
Grade 8	7.48	6.54	11.01	42.52	46.54	47.58	50.00	46.92	41.41
All Grades	7.16	9.02	10.16	48.48	45.77	47.11	44.35	45.22	42.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.79	10.20	13.43	59.43	56.86	54.17	28.77	32.94	32.41
Grade 7	6.15	9.22	9.02	58.46	55.30	58.65	35.38	35.48	32.33
Grade 8	4.72	3.46	6.17	51.97	54.23	56.83	43.31	42.31	37.00
All Grades	7.30	7.51	9.45	56.47	55.46	56.70	36.23	37.02	33.85

Conclusions based on this data:

1. From the 2022-23 school year to the 2023-24 school year, Monte Vista math achievement increased by 4% in the meeting or exceeding standards categories. Eighth-grade students made the most growth and increased scores in these categories by 4.5%.
2. Achievement in problem solving and modeling/data analysis has shown a 2.5% increase in overall achievement. 8th grade had the most significant increase in this area.
3. Achievement in communicating reasoning showed approximately a 3% increase in overall achievement. 8th grade had the most significant increase in this area.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1546.3	1541.3	1542.0	1548.0	1547.6	1553.5	1544.2	1534.6	1529.8	74	87	74
7	1554.1	1561.2	1559.4	1557.1	1569.2	1569.1	1550.6	1552.8	1549.2	77	64	66
8	1577.5	1552.0	1558.3	1589.4	1552.7	1580.9	1565.1	1550.9	1535.1	73	71	52
All Grades										224	222	192

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	31.08	33.33	35.14	50.00	32.18	33.78	10.81	26.44	10.81	8.11	8.05	20.27	74	87	74
7	24.68	50.00	34.85	44.16	25.00	40.91	27.27	10.94	16.67	3.90	14.06	7.58	77	64	66
8	38.36	33.80	44.23	39.73	32.39	21.15	15.07	14.08	7.69	6.85	19.72	26.92	73	71	52
All Grades	31.25	38.29	37.50	44.64	30.18	32.81	17.86	18.02	11.98	6.25	13.51	17.71	224	222	192

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	64.86	52.87	58.11	27.03	34.48	17.57	2.70	6.90	8.11	5.41	5.75	16.22	74	87	74
7	38.96	65.63	57.58	45.45	17.19	25.76	11.69	4.69	9.09	3.90	12.50	7.58	77	64	66
8	60.27	50.70	57.69	26.03	22.54	15.38	8.22	9.86	3.85	5.48	16.90	23.08	73	71	52
All Grades	54.46	55.86	57.81	33.04	25.68	19.79	7.59	7.21	7.29	4.91	11.26	15.10	224	222	192

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.16	9.20	9.46	33.78	27.59	20.27	37.84	36.78	39.19	16.22	26.44	31.08	74	87	74
7	15.58	20.31	21.21	24.68	32.81	21.21	44.16	26.56	37.88	15.58	20.31	19.70	77	64	66
8	28.77	16.90	5.77	23.29	28.17	30.77	31.51	25.35	26.92	16.44	29.58	36.54	73	71	52
All Grades	18.75	14.86	12.50	27.23	29.28	23.44	37.95	30.18	35.42	16.07	25.68	28.65	224	222	192

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	25.68	20.69	28.38	67.57	64.37	55.41	6.76	14.94	16.22	74	87	74
7	14.29	17.19	15.15	70.13	64.06	65.15	15.58	18.75	19.70	77	64	66
8	28.77	8.45	32.69	60.27	69.01	40.38	10.96	22.54	26.92	73	71	52
All Grades	22.77	15.77	25.00	66.07	65.77	54.69	11.16	18.47	20.31	224	222	192

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	79.73	85.06	71.62	17.57	9.20	10.81	2.70	5.75	17.57	74	87	74
7	77.92	84.38	86.36	19.48	3.13	6.06	2.60	12.50	7.58	77	64	66
8	71.23	73.24	73.08	23.29	11.27	3.85	5.48	15.49	23.08	73	71	52
All Grades	76.34	81.08	77.08	20.09	8.11	7.29	3.57	10.81	15.63	224	222	192

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.86	14.94	10.81	50.00	41.38	40.54	35.14	43.68	48.65	74	87	74
7	18.18	21.88	22.73	50.65	40.63	42.42	31.17	37.50	34.85	77	64	66
8	38.36	23.94	17.31	24.66	33.80	40.38	36.99	42.25	42.31	73	71	52
All Grades	23.66	19.82	16.67	41.96	38.74	41.15	34.38	41.44	42.19	224	222	192

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	24.32	26.44	13.51	64.86	63.22	77.03	10.81	10.34	9.46	74	87	74
7	16.88	32.81	15.15	77.92	54.69	78.79	5.19	12.50	6.06	77	64	66
8	8.22	11.27	3.85	84.93	70.42	73.08	6.85	18.31	23.08	73	71	52
All Grades	16.52	23.42	11.46	75.89	63.06	76.56	7.59	13.51	11.98	224	222	192

Conclusions based on this data:

1. There was approximately a 1% decrease in the number of students scoring a 4 in the 2023-2024 school year when compared to the 2022-2023 school year. There was approximately a 2.5% increase in the number of students receiving a 3.
2. There was a 4% increase in students scoring a 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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
715	**85.7%**	**26.9%**	**0.3%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	192	26.9%
Foster Youth	2	0.3%
Homeless	43	6%
Socioeconomically Disadvantaged	613	85.7%
Students with Disabilities	95	13.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	6.2%
American Indian	4	0.6%
Asian	77	10.8%
Filipino	29	4.1%
Hispanic	472	66%
Two or More Races	13	1.8%
Pacific Islander	11	1.5%
White	65	9.1%

Conclusions based on this data:

1. Our largest population is our Hispanic population.

2. Approximately 86% of our student 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 13.3% 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

2024 Fall Dashboard Overall Performance for All Students

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

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 improved from red to yellow for the 2023-24 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	4	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
33.7 points below standard	65.8 points below standard	86.1 points below standard
Increased 11.0 points	Increased 6.8 points	Increased 10.2 points
663 Students	292 Students	129 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Yellow
Less than 11 Students	85.4 points below standard	46.8 points below standard
2 Students	Declined 6.9 points	Increased 12.4 points
	35 Students	567 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
135.2 points below standard	78.2 points below standard	Less than 11 Students
Declined 9.8 points	Declined 24.0 points	4 Students
86 Students	37 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
24.7 points above standard	46.0 points above standard	46.1 points below standard
Increased 17.1 points	Increased 47.8 points	Increased 13.4 points
71 Students	28 Students	444 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
24.3 points below standard	74.7 points below standard	17.2 points below standard
Increased 6.2 points	11 Students	Increased 3.1 points
12 Students		57 Students

Conclusions based on this data:

1. As a group, students with disabilities scored lowest at 135.2 points below standard.
2. Asian students continued to score well, with Asian students scoring 24.7 points above the standard.
3. Socioeconomically Disadvantaged and Hispanic students have shown the greatest growth, having increased scores by 12.4 and 13.4 points respectively.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 Red
83.6 points below standard	122.7 points below standard	151.8 points below standard
Increased 4.5 points	Declined 4.1 points	Maintained 1.3 points
671 Students	300 Students	129 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Less than 11 Students	126.3 points below standard	98.0 points below standard
2 Students	Declined 8.7 points	Increased 9.4 points
	41 Students	575 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
158.6 points below standard	105.1 points below standard	Less than 11 Students
Increased 14.2 points	Increased 18.2 points	4 Students
86 Students	37 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
16.3 points below standard	8.8 points below standard	101.3 points below standard
Declined 10.1 points	Increased 39.9 points	Increased 4.5 points
75 Students	28 Students	447 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
57.7 points below standard	113.5 points below standard	62.2 points below standard
Increased 14.5 points	11 Students	Maintained 0.4 points
12 Students		58 Students

Conclusions based on this data:

1. Most students increased or maintained math achievement.
2. African American students and students with Disabilities both significantly increased their average math achievement levels.
3. The school's Homeless and Asian student groups both declined in overall math achievement.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	Blue
75% making progress.	77.2% making progress.
Number Students: 172 Students	Number Students: 101 Students

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.

2024 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**
5.2%	19.8%	10.5%	64.5%

Conclusions based on this data:

1. English Learner achievement remains high.
2. Approximately 30 percent of the EL students maintained their ELPI level.
3. Approximately 75% 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 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Yellow
23.8% Chronically Absent	21.3% Chronically Absent	19% Chronically Absent
Declined 5.4	Declined 2.7	Declined 7.5
760 Students	253 Students	137 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - data not displayed for privacy	35.1% Chronically Absent	25.8% Chronically Absent
4 Students	Increased 4.3	Declined 6.4
	57 Students	655 Students

Students with Disabilities	African American	American Indian
		
Orange	Orange	No Performance Color
34.7% Chronically Absent	31.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 2.7	Declined 2.9	4 Students
101 Students	45 Students	

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Yellow
13.3% Chronically Absent	10.3% Chronically Absent	25% Chronically Absent
Declined 0.9	Declined 0.5	Declined 4.3
83 Students	29 Students	504 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
7.1% Chronically Absent	61.5% Chronically Absent	25% Chronically Absent
Declined 26.2	Increased 15.4	Declined 21.3
14 Students	13 Students	68 Students

Conclusions based on this data:

1. Overall, 24% of all students experienced chronic absenteeism. a decrease over the previous year.
2. Asian students had the lowest rate of absenteeism.
3. All student subgroups experienced overall declines in chronic absenteeism except our Homeless population.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	4	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
13.1% suspended at least one day	12.5% suspended at least one day	18.1% suspended at least one day
Declined 4.7%	Declined 5.2%	Declined 2.4%
786 Students	255 Students	138 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	12.7% suspended at least one day	14.2% suspended at least one day
4 Students	Declined 7.3%	Declined 5.9%
	63 Students	678 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
21.5% suspended at least one day	20.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.9%	Declined 11.2%	4 Students
107 Students	48 Students	

Asian	Filipino	Hispanic
 Orange	 Orange	 Yellow
8% suspended at least one day	10% suspended at least one day	13.3% suspended at least one day
Increased 2.3%	Increased 2.1%	Declined 4.7%
88 Students	30 Students	517 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
7.1% suspended at least one day	23.1% suspended at least one day	11.1% suspended at least one day
Declined 33.8%	Declined 15.4%	Declined 5.8%
14 Students	13 Students	72 Students

Conclusions based on this data:

1. Overall, the suspension rate of 13.1% declined by approximately 5% from the prior year.
2. All subgroups have dropped in suspension rates except Asian and Filipino.
3. Asian and Filipino student groups both increased approximately 2% in their suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1
Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students achieving at low levels in ELA, Math, and Science.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized tests/ SBAC	SBAC 2023-2024 Grade 6 ELA 35% met or exceeded standard; Grade 7 ELA 36% met or exceeded standard; Grade 8 ELA 38% met or exceeded standard; Grade 6 Math 26% met or exceeded standard Grade 7 Math 26% met or exceeded standard Grade 8 Math 17% met or exceeded standard	SBAC 2024-2025 Grade 6 ELA 37% will meet or exceed standard; Grade 7 ELA 38% will meet or exceed standard; Grade 8 ELA 40% will meet or exceed standard; Grade 6 Math 28% will meet or exceed standard Grade 7 Math 28% will meet or exceed standard Grade 8 Math 19% will meet or exceed standard
FastBridge Assessment	aReading 2024-2025 Fall College Pathway Level 16% Low Risk Level 27% Some Risk Level 22% High Risk Level 35% aMath College Pathway Level 18% Low Risk Level 25% Some Risk Level 30% High Risk Level 27%	aReading 2025-2026 College Pathway Level 18% Low Risk Level 29% Some Risk Level 20% High Risk Level 33% aMath College Pathway Level 20% Low Risk Level 27% Some Risk Level 28% High Risk Level 25%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Intervention Strategies to support Academic achievement: Classroom supplies - Supplemental classroom supplies ($5,600) (Site) (3010) Student Agendas ($6,000) (3010) Savings for unexpected expenses per District Office. ($15,000) (3010) ELD Paraprofessional ($44,489) (3010) (0710) Bilingual Clerk Translator ($69,463) (Site) (3010) Bilingual Parent Liaison 1/2 Split with District ($24,312) (0710) SST Coordinator ($2,000) (0709) AVID ($20,633) (0709) After School Academic Intervention - Math and ELA ($0) Field Trips for Academic Language ($15,000) (3010) Library Books - ($2,000) (3010) Read180 Intervention Program - ($0 District funded) Professional Development, Teacher Coaching, and Staffing to Increase Student Achievement/At Risk: ($54,268) (3010) (0709) Technology Improvements - repairs, replacement of old technology, software licenses ($10,850) (3010) (0709) School wide support - copies, office supplies, FedEx, warehouse, laminating, postage ($80,869) (Site) (3010) (0709)	All students	31,864 LCFF 188,096 Title I 43,975 LCFF - Supplemental 65,916 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Monte Vista Middle School's teachers are dedicated to ensuring all our students have access to grade-level curriculum and meet California content standards. As our teaching team is composed of both experienced and newer teachers, including interns, we have found that continuing to provide rigorous and relevant professional development and collaborative planning time is critical to ensuring our students receive the accelerated learning and tiered supports necessary to be prepared for their futures. Monte Vista Middle School includes diverse demographic groups and significant English learner and Special Education populations, and consequently this past year the majority of our in-

person professional development sessions focused on designing lessons using Universal Design for Learning (UDL) and other highly effective teaching strategies. Our faculty has worked together over the past six years to perfect the work of their Professional Learning Communities (PLCs). Over a third of our faculty has previously attended PLC conferences, including conferences targeting creating success among diverse populations and implementing equitable grading practices. Our faculty continues to regularly collaborate to assess instructional practices and student growth and identify and plan targeted interventions to close the achievement gap. This past year, our teachers requested more support with understanding and implementing standards-based grading practices, so we brought in industry expert Tim Brown from Solution Tree to share best practices that they could immediately implement in their classrooms. With Tracy Unified School District's continued focus on STEM, we have an Instructional Leadership Team (ILT) who provides their colleagues with ongoing updates on STEM initiatives, and who this year worked on evaluating and promoting the piloting of new science assessments and attended a SJCOE Science on Saturday conference. In addition, Monte Vista provides annual professional development on school and employee safety and SEL to promote a positive school climate. We have had the following in-house professional development sessions: Keenan Trainings, Evaluation Information Training, IEP Compliance Training, Violence in the Workplace Training, ELLevation Training (software to review/enter our English learner data), Chemical Hygiene and Safety Training, A-G Data Analysis and Literacy Training, Explicit Instruction Training, SpEd Inclusion Training, SBAC Training, Active Shooter Training, and team building.

To what extent was the goal accomplished? If we examine our current data, in both FastBridge and state testing (SBAC and CAST), we can see that our students grew in overall ELA and Math achievement with the exception of 6th grade ELA. Additionally, our English learner results were high enough for Monte Vista Middle School to achieve a blue indicator on the California Dashboard. This would suggest that our Professional Development focus at Monte Vista is working. However, our needs assessment indicates that going forward, we need more professional development in Math. Our ELA SBAC scores continued to remain higher than our Math scores for the 2023-24 SBAC test administration.

The remaining Goal 1 activities 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, both full-time positions, were instrumental in providing a link for our Spanish speaking parents during the school day, at parent events, and during IEPs. Our fieldtrips provided students with hands-on STEM experiences and academic vocabulary exposure.

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

There was little difference between our intended budget and our actual expenditures. We received Prop 28 funds for an additional music section. There was one occasion this year that we moved SPSA budgeted money from one account to another due to the fact that the District paid for our PIQE Parent class. Therefore, our School Site Council approved the funding reallocation for the funds originally set aside for PIQE to be moved to professional development and Journalism.

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 have had steady success in increasing achievement in Math, ELA, and Science.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2
Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 multiple struggles, including low parental involvement, poverty, learning disabilities, mental health issues, low reading ability, achievement gaps, violent cultural norms, and a 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. According to our LCAP student and parent surveys we have seen a slight decrease in overall school climate satisfaction, highlighting the importance of Goal #2 and outreach to families. The staff needs assessment showed a slight increase in overall school climate satisfaction. Safety survey results showed a decrease in overall parent satisfaction and an increase in overall staff satisfaction. Student safety satisfaction essentially remained the same. The biggest decrease in school climate and safety satisfaction came from the parent needs assessment in the area of school cleanliness, however student and staff satisfaction increased in this area.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 = 85% Students = 71% Staff = 92% Safety Approval: Parents = 88% Students = 68% Staff = 95%	Climate Approval: Parents = 87% Students = 73% Staff = 94% Safety Approval: Parents = 90% Students = 70% Staff = 97%
Discipline Data	Referrals Suspensions Expulsions 2020-2021 42 0 0 2021-2022 728 104 14 (up to 4/25) 2022-2023 261 155 7 (up to 3/6)	Referrals Suspensions Expulsions 2023-2024 235 140 5 2024-2025 549 109 3 2025-2026 528 110 4

	2023-2024 610 121 4 (up to 3/13) 2024-2025 587 122 5 (up to 3/17)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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 - ($4,000) (3010) (0709) (0710) PIQE Parenting Classes (Parent Involvement for a Quality Education) - reaching out to serve community - ($0 District funded) Increase Parent Involvement through Back-to-School Night, Open House, and STEM Community Night - ($2,500) (3010) Foster and Create a Safe and Inclusive Environment: Positive Awards Assemblies and Recognition for Grades and Behavior, Including Reclassification Awards and 8th Grade Promotion Assembly - ($2,700) (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 ($5,000) (3010) San Joaquin County/MVMV Literacy Project - ($1,300) (0709) Team Competition Fees: Math Counts, Science Olympiad - ($2,000) (3010)	All students	4,000 LCFF 14,000 Title I 2,300 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 Middle School. We have two types of categories of programs that focus on this goal. First, we have student programs such as WEB, AVID, academic awards assemblies and attendance incentives, and a great partnership with 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. We also have programs to increase

parent involvement, which we know has a strong correlation to student success. As we have added programs to increase parent involvement, we have seen an increase in academic achievement and positive relationships between teachers and staff. We offer classes for parents through the Parent Institute for Quality Education (PIQE) and a Parent Café with outside speakers to help connect parents to Monte Vista. We had approximately 65 families graduate from the PIQE program this past year. This year, the number of behavioral referrals decreased, and the number of suspensions remained the same, however the average length of suspensions declined due to a decrease in the overall severity of behaviors. We have continued to offer student mentoring and conflict management services through FACES and 360 Customer, Inc. Conflict mediation done by our two part-time and one half-time counselor remained steady. Counselors also provided students with academic and SEL support. Our licensed therapist is here four days a week to support the high level of student mental health issues and behavioral needs of our students. In addition, we continue to have a Coordination of Services Team (COST), which meets regularly to coordinate all parties' actions (Administrators, Counselors, School Psychologist, Licensed School Therapist, FACES/360 Customer Inc.). COST reviews student needs and progress and assigns tiered assistance.

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, our budget was decreased by $30,000 for the 2023-2024 school year and again by another $30,000 for the 2024 - 2025 school year, for a total decrease of $60,000.

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.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3
Increase academic achievement for all students, with an emphasis on closing the achievement gap for Special Education and homeless students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023-24, 13% of Monte Vista's population were Special Education students and 6% were designated as homeless. Together, these groups composed approximately a fifth of our student body last year. As we can see from our SBAC results, these two student groups scored in the red on the California School Dashboard in their SBAC ELA and Math performance last year. Many of these students enter middle school reading or doing mathematics with below grade-level skills, which makes it difficult for them to be successful in all of their academic classes. Both groups need additional supports and interventions to be successful in getting ready for college and career. Our SpEd students need Tier 3 interventions. Our homeless students have unique challenges to address issues related to poverty, attendance challenges, and instructional gaps related to missing school. Supporting this population necessitates academic and counseling intervention and partnerships with district and community to assist families.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SBAC Math, ELA, and Science Results	2021-2022 SBAC SpEd SBAC ELA - 119 points below the standard (15 point improvement) SpEd SBAC Math - 174 points below the standard (19 point improvement) Homeless SBAC ELA - 70 points below standard Homeless SBAC Math - 134 points below standard 2022-2023 SBAC SpEd SBAC ELA - 125 points below standard SpEd SBAC Math - 173 points below standard (1 point improvement) Homeless SBAC ELA - 79 points below standard Homeless SBAC Math - 118 points below standard 2023-2024 SBAC SpEd SBAC ELA - 135 points below standard SpEd SBAC Math - 158 points below standard Homeless SBAC ELA - 85 points below standard Homeless SBAC Math - 126 points below standard	2023-2024 SpEd SBAC ELA 100 points below standard SpEd SBAC Math 140 points below standard Homeless SBAC ELA - 77 points below standard Homeless SBAC Math - 113 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our SpEd hybrid model will return to a fully inclusive model where SDC students and RSP students will receive their services in co-taught classes for ELA and Math.	Specifically SDC, RSP, and Speech Students	0 District Funded
3.2	Monte Vista will continue to implement a Coordination of Services Team to assess and assign academic and emotional counseling services and identify opportunities to connect families and students with community supports through district identified resources (Prevention Services).	SpEd and Homeless populations will be included in COST	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Monte Vista moved to a fully inclusive program during the 2021-2022 school year, when all Special Education students were placed in general education inclusion sections, 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, and the inclusion model and push-in model ran side by side. This coming school year, Monte Vista will return to offering a fully inclusive program, with all SpEd students receiving instruction in ELA and Math from two co-teachers. Two of our co-teaching teams will have new teachers, who will receive coaching from both District SpEd staff and site supports. Monte Vista staff already work as an integrated team to identify the needs of our SpEd students and help them access academic content in their classes. Our Coordination of Services Team (COST) meets twice monthly to review student needs and identify Tier 3 supports. Our School Psychologist is part of this team and represents the needs of our SpEd students. Our Parent Liaison and counselors, through their relationships with students and families, advocate for the needs of our homeless students in COST. Our homework support room is available to all students every day after school, and we will continue to offer this during our 2024-25 school year. Additionally, many of our SpEd students will receive additional intervention in their OAAC classes or our Read180 course. Our Monte Vista staff will continue to evaluate data and interventions in their Professional Learning Communities (PLCs) for both groups of students.

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

The targeted activities are district funded or implemented by Monte Vista site staff. One challenge for this coming school year will be a change in our contracted on-site therapy and behavioral intervention services, which are impacted by budget reductions and contractor changes.

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.

Monte Vista has changed this goal for 2024-25 to include an expanded focus beyond SpEd students to include our homeless population. This change was made as a result of an analysis of our SBAC performance.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$333,610.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$350,151.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$202,096.00

Subtotal of additional federal funds included for this school: $202,096.00

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	$35,864.00
LCFF - Supplemental	$112,191.00

Subtotal of state or local funds included for this school: $148,055.00

Total of federal, state, and/or local funds for this school: $350,151.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	35,864.00
LCFF - Supplemental	112,191.00
Title I	202,096.00

Expenditures by Budget Reference

Budget Reference	Amount
	329,851.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	35,864.00
	LCFF - Supplemental	112,191.00
	Title I	202,096.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	329,851.00
Goal 2	20,300.00
Goal 3	0.00

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
Heather Muncy	Classroom Teacher
Sandra Lomeli	Other School Staff
Mariza Mora	Parent or Community Member
Aparna Iyer	Parent or Community Member
Rogelio Quintero	Parent or Community Member
Sneha Subramani	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 18, 2024.

Attested:

	Principal, Barbara Silver on 5/13/25
	SSC Chairperson, Mariza Mora on 5/13/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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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