

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Monte Vista Middle School
Address	888 N. Lantana Street Camarillo, CA 93010
County-District-School (CDS) Code	56-72553-6055461
Principal	Katie Burchell
District Name	Pleasant Valley School District
SPSA Revision Date	November 9, 2020
Schoolsite Council (SSC) Approval Date	November 19, 2020
Local Board Approval Date	December 11, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

Monte Vista Middle School's Vision Statement is aligned with PVSD's Vision Statement: Excellence for All.

Monte Vista Middle School's Mission Statement is aligned with that of PVSD as well: PVSD prepares 21st century learners who are responsible members of a global society.

In addition, Monte Vista Middle School is developing Positive Behavior Supports and Intervention (PBIS) strategies and we are starting with school-wide expectation: Be Respectful. Be Responsible. Be safe. We want Monte Vista students to be leaders at school, at home, and in the community.

School Profile

Located in the community of Camarillo, California in the County of Ventura, the Pleasant Valley School District consists of eleven schools serving grades kindergarten through eight, and approximately 6,500 public school students. Monte Vista is one of two comprehensive middle schools in the Pleasant Valley School District. There are also three K-8 schools that provide educational opportunities to sixth through eighth grade students.

Monte Vista was established in 1967, originally serving 7th and 8th grade students. In 1999 Monte Vista converted to its current configuration, serving sixth, seventh, and eighth grade students and becoming a middle school. Monte Vista celebrated its 50th anniversary in 2017, invited back alumni, and through video broadcasting and yearbook coverage and presentations, honored the school's rich history of innovation and excellent programs for students.

Monte Vista has an exceptional teaching and learning program that develops the whole child. It is based upon mutual respect and close communication, as well as shared effective decision-making by staff, students, parents, and the community to meet the needs of a diversified and growing population. During the 2019-2020 school year, 723 students were enrolled at the school in grades six, seven, and eight, with classes arranged in three, one hundred minute blocks daily, alternating on a A day and B day schedule. Monte Vista serves a general education population, as well as students with special needs in Specialized Academic Instruction classes, a Behaviorally Structured Program (self-contained) and a Visually Structured Program (self-contained for students with autism). Monte Vista provides access to electives and extra-curricular activities to all students, and works with families, through the IEP process and through our master schedule, to provide individualized, blended programs, that meet student's individual needs.

Monte Vista, along with PVSD, has adopted the following Core Values: Student Centered, Equity, Teamwork, Integrity, and Embracing and Celebrating Diversity, which also guide our decision-making processes. Our academic program is rooted in the California state standards and the Next Generation Science Standards.

Due to the outbreak of COVID-19 and the global pandemic, in-person instruction ended on March 13, 2020 and school remained closed through the end of the 2019-2020 school year. A combination of printed materials and virtual instruction via office hours and Google Classroom was provided during school closures.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) reviews and approves the school plan. Two new members joined our SSC this year, one parent and one student representation. The English Language Advisory Committee (ELAC) meets six times during the year and provides input for school-wide goals. The Parent Teacher Student Council meets monthly and the Principal and Asst. Principal also host a quarterly "Coffee with Katie and Kayleigh" to further engage parents in school-wide issues and concerns.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.39%	0.26%	0.28%	3	2	2
African American	5.74%	5.74%	6.09%	44	44	44
Asian	4.95%	4.96%	4.01%	38	38	29
Filipino	6.00%	5.09%	4.01%	46	39	29
Hispanic/Latino	37.16%	39.16%	40.8%	285	300	295
Pacific Islander	0.39%	0.39%	0.28%	3	3	2
White	38.59%	37.86%	38.31%	296	290	277
Multiple/No Response	0.13%	%	6.22%	1		0
Total Enrollment				767	766	723

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	258	220	233
Grade 7	267	272	232
Grade 8	242	274	258
Total Enrollment	767	766	723

Conclusions based on this data:

1. Monte Vista's enrollment has decreased over a three-year period due largely to the creation of a third K-8 school in the district, whose students lived within Monte Vista's boundaries. The last two to three years, enrollment has stabilized. With the outbreak of COVID-19 in March 2020, students and families moved out of the area due to growing unemployment and economic hardships.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	45	44	59	5.9%	5.7%	8.2%
Fluent English Proficient (FEP)	79	89	81	10.3%	11.6%	11.2%
Reclassified Fluent English Proficient	13	10	11	23.6%	22.2%	25.0%

Conclusions based on this data:

1. Monte Vista's strong Language Acquisition Team and English Language Development Program continue to support students as they transition from language learners to reclassified students. Consistent administration of Progress Monitoring Assessments (PMAs) and other metrics, along with strong ELD instruction (integrated and designated) and support, provide the team with the appropriate data to reclassify students.
2. The number of English Learners entering Monte Vista remained fairly constant.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	279	257	219	273	256	217	273	256	217	97.8	99.6	99.1
Grade 7	244	272	265	239	266	257	239	266	257	98	97.8	97
Grade 8	269	245	273	266	239	265	266	239	265	98.9	97.6	97.1
All	792	774	757	778	761	739	778	761	739	98.2	98.3	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2519.	2528.	2537.	13.55	16.80	22.12	35.16	35.16	29.49	29.30	26.56	30.88	21.98	21.48	17.51
Grade 7	2549.	2553.	2560.	11.72	17.29	19.46	43.93	39.10	39.69	22.59	18.42	23.35	21.76	25.19	17.51
Grade 8	2585.	2581.	2585.	21.80	17.15	25.66	37.22	43.51	33.21	26.32	22.59	22.64	14.66	16.74	18.49
All Grades	N/A	N/A	N/A	15.81	17.08	22.46	38.56	39.16	34.37	26.22	22.47	25.30	19.41	21.29	17.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.34	20.31	23.96	49.82	49.22	44.70	27.84	30.47	31.34
Grade 7	26.36	24.81	25.68	50.21	45.49	42.80	23.43	29.70	31.52
Grade 8	32.33	26.89	33.96	47.74	49.16	40.00	19.92	23.95	26.04
All Grades	26.99	23.95	28.15	49.23	47.89	42.35	23.78	28.16	29.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.32	24.22	29.49	47.62	52.34	50.69	34.07	23.44	19.82
Grade 7	25.63	30.45	29.96	49.16	45.11	53.31	25.21	24.44	16.73
Grade 8	32.33	26.89	32.08	49.25	54.20	52.45	18.42	18.91	15.47
All Grades	25.35	27.24	30.58	48.65	50.39	52.23	26.00	22.37	17.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.58	17.58	15.21	65.20	63.67	72.81	17.22	18.75	11.98
Grade 7	14.23	11.65	13.62	66.11	65.79	70.43	19.67	22.56	15.95
Grade 8	21.80	16.81	24.15	65.41	69.75	60.38	12.78	13.45	15.47
All Grades	17.99	15.26	17.86	65.55	66.32	67.52	16.45	18.42	14.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.61	31.25	29.49	57.51	48.05	53.46	20.88	20.70	17.05
Grade 7	24.27	33.08	33.46	56.49	48.12	48.25	19.25	18.80	18.29
Grade 8	35.34	35.71	33.58	48.12	49.58	45.66	16.54	14.71	20.75
All Grades	27.12	33.29	32.34	53.98	48.55	48.85	18.89	18.16	18.81

Conclusions based on this data:

1. 6th grade - 81.56% of students exceeded, met or nearly met standards. This is an overall increase of 3.04%. While the percentage of students who exceeded standards increased by 2.75%, the percentage of students who met standards, decreased by 5.21%. Students who did not meet standards decreased by 3.05%. Students who nearly met standards increased by 5.70%. Reading and Writing saw gains in student percentages above standard, while Listening and Research/Inquiry saw small declines in students above standard. Reading was the only domain that did not see gains in at or near standard. Consequently, it was also the only claim that saw an increase in percentage below standard as well. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.
2. 7th grade - 82.50% of students exceed, met or nearly met standards. This is an overall increase of 7.69%. The percentage of students who exceeded standards increased by 2.17%. We also saw a decline in the percentage of students who did not meet standards (decreased by 7.68%). Reading saw gains in student percentages above standard. Writing and Listening saw more significant gain in student percentages at or near standard. Research/Inquiry remained relatively flat in all areas. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.
3. 8th grade - 91.51% of students exceeded, met or nearly met standards. This is an overall increase of 8.26%. The percentage of students who exceeded standards increased by 8.51%, but the percentage of students who met standards decreased by 10.10%. Reading, Writing and Listening all saw gains in student percentages above standard, while Research/Inquiry saw a small decline. 8th grade students who did not meet standards showed increases in Reading, Listening and Research/Inquiry, with a small decrease in the percentage of students who did not meet standards in Writing. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	279	257	219	271	256	217	271	256	217	97.1	99.6	99.1
Grade 7	243	272	265	236	266	258	236	266	258	97.1	97.8	97.4
Grade 8	269	245	273	266	240	266	266	240	266	98.9	98	97.4
All	791	774	757	773	762	741	773	762	741	97.7	98.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2496.	2508.	2522.	14.39	14.84	19.82	16.24	20.70	17.51	30.26	33.98	36.87	39.11	30.47	25.81
Grade 7	2509.	2518.	2525.	13.56	14.29	14.73	19.49	22.93	23.26	25.85	24.06	28.68	41.10	38.72	33.33
Grade 8	2539.	2532.	2539.	15.79	13.33	18.05	15.41	20.83	20.68	34.59	25.42	22.18	34.21	40.42	39.10
All Grades	N/A	N/A	N/A	14.62	14.17	17.41	16.95	21.52	20.65	30.40	27.82	28.74	38.03	36.48	33.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.82	19.14	26.73	32.84	41.80	36.87	48.34	39.06	36.41
Grade 7	19.92	22.93	23.64	30.93	28.95	31.40	49.15	48.12	44.96
Grade 8	17.29	16.67	23.31	39.47	37.08	31.95	43.23	46.25	44.74
All Grades	18.63	19.69	24.43	34.54	35.83	33.20	46.83	44.49	42.38

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.87	14.84	17.05	42.44	51.56	47.00	41.70	33.59	35.94
Grade 7	15.25	20.30	19.77	41.53	40.98	46.12	43.22	38.72	34.11
Grade 8	17.67	19.17	22.93	43.23	50.83	39.10	39.10	30.00	37.97
All Grades	16.30	18.11	20.11	42.43	47.64	43.86	41.27	34.25	36.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.24	14.84	20.28	45.02	49.22	51.61	38.75	35.94	28.11
Grade 7	18.22	17.29	15.89	48.73	54.51	56.59	33.05	28.20	27.52
Grade 8	16.54	11.67	18.05	59.77	59.58	54.14	23.68	28.75	27.82
All Grades	16.95	14.70	17.95	51.23	54.33	54.25	31.82	30.97	27.80

Conclusions based on this data:

1. 6th grade - 74.20% of students exceeded, met or nearly met standards. This is an increase of 4.68% from the previous year. Areas of needed improvement in priority order are: Problem Solving and Modeling/Data Analysis, Concepts and Procedures, and Communicating Reasoning. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.
2. 7th grade - 61.28% of students exceeded, met or nearly met standards. This is an increase of 4.39% from the previous year. Areas of needed improvement in priority order are: Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.
3. 8th grade - 59.58% of students exceeded, met or nearly met standards. This is an increase of 1.33% from the previous year. Areas of needed improvement in priority order are: Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO THE SUSPENSION OF CAASPP TESTING IN THE 2019-2020 SCHOOL YEAR.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1517.2	1546.5	1511.6	1548.1	1522.2	1544.3	18	15
Grade 7	*	1544.2	*	1556.1	*	1531.8	*	12
Grade 8	1590.4	*	1581.8	*	1598.4	*	14	9
All Grades							42	36

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33	*	53.33	*	13.33	*	0.00	18	15
7	*	41.67	*	16.67	*	25.00		16.67	*	12
8	*	*	*	*	*	*	*	*	14	*
All Grades	47.62	33.33	30.95	41.67	*	16.67	*	8.33	42	36

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	53.33	*	33.33	*	13.33	*	0.00	18	15
7	*	58.33	*	25.00		8.33		8.33	*	12
8	*	*	*	*		*	*	*	14	*
All Grades	54.76	55.56	33.33	30.56	*	8.33	*	5.56	42	36

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	20.00	*	66.67	*	13.33	18		15
7	*	25.00	*	50.00		25.00	*		12
8	*	*	*	*		*	14		*
All Grades	40.48	22.22	52.38	61.11	*	16.67	42		36

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	66.67	*	33.33	*	0.00	18	15
7	*	75.00	*	16.67		8.33	*	12
8	85.71	*	*	*	*	*	14	*
All Grades	71.43	72.22	*	22.22	*	5.56	42	36

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.67	*	40.00	*	33.33	18	15
7	*	16.67	*	33.33	*	50.00	*	12
8	78.57	*		*	*	*	14	*
All Grades	42.86	22.22	*	38.89	35.71	38.89	42	36

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	77.78	86.67	*	0.00	18	15
7	*	8.33	*	83.33		8.33	*	12
8	*	*	*	*	*	*	14	*
All Grades	26.19	8.33	64.29	86.11	*	5.56	42	36

Conclusions based on this data:

1. Each grade level has some subtests during both years of administration that have sample sizes too small or insignificant to draw conclusions.
2. Monte Vista only has one year of baseline data (17-18 school year).
3. Within the four domains, students score strongest in Speaking, Writing and Listening. Reading is the one domain with a significant percentage of students in 6th and 7th grade with students demonstrating beginning level skills. This highlights the need for increased instruction in academic vocabulary for reading grade level, academic text. THIS IS THE MOST RECENT ANALYSIS AVAILABLE DUE TO ELPAC TESTING NOT BEING COMPLETED IN THE 2019-2020 SCHOOL YEAR.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
766	36.8	5.7	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	5.7
Foster Youth	1	0.1
Homeless	9	1.2
Socioeconomically Disadvantaged	282	36.8
Students with Disabilities	151	19.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	5.7
American Indian	2	0.3
Asian	38	5.0
Filipino	39	5.1
Hispanic	300	39.2
Two or More Races	50	6.5
Pacific Islander	3	0.4
White	290	37.9

Conclusions based on this data:

1. Monte Vista's total enrollment (decrease of 1 student) and percentages of students who are socioeconomically disadvantaged (decrease of 0.4%) and English Learners (decrease of 0.2%) have remained very flat.
2. Monte Vista continues to be a very diverse learning community.
3. Analysis provided is based on the most recently available data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Monte Vista's overall achievement has remained steady in all indicators.
2. Analysis provided is based on the most recently available data.

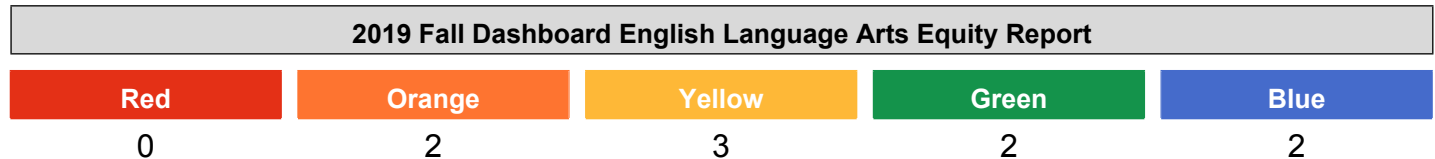
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 12.3 points above standard Increased ++5.4 points 714	English Learners  Orange 45.8 points below standard Declined -11.5 points 82	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Yellow 17.2 points below standard Increased ++5.7 points 269	Students with Disabilities  Orange 89.4 points below standard Increased ++3.1 points 147

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Yellow 0.3 points above standard Declined -8.1 points 38	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 53.1 points above standard Maintained -2 points 36	Filipino  Blue 57.7 points above standard Increased Significantly ++28.9 points 35
Hispanic  Yellow 19.1 points below standard Increased ++7.9 points 284	Two or More Races  Green 22.7 points above standard Increased ++3.3 points 47	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 33.3 points above standard Increased ++4.7 points 270

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 54.4 points below standard Increased Significantly ++22.1 points 31	Reclassified English Learners 40.6 points below standard Declined Significantly -33.2 points 51	English Only 17.3 points above standard Increased ++7.6 points 585
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Conclusions based on this data:

- Overall Monte Vista students are performing 11 points above standard, an increase of 4.1 points. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.
- Subgroups who declined in the last school year include: English Learners, African American students and students with disabilities. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.
- Subgroups who increased in the last school year include: Socioeconomically disadvantaged students, Hispanic students and Filipino students. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.

School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 37.9 points below standard Increased ++7.9 points 715	English Learners  Yellow 88.5 points below standard Increased ++8.4 points 83	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Yellow 74.9 points below standard Increased ++6.8 points 270	Students with Disabilities  Red 153.9 points below standard Maintained ++2 points 147

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 54.1 points below standard Declined -7.1 points 38	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 48.9 points above standard Increased Significantly ++37.7 points 36	Filipino  Green 18.8 points below standard Increased Significantly ++21.1 points 36
Hispanic  Yellow 78 points below standard Increased ++8.1 points 284	Two or More Races  Green 15.3 points below standard Increased ++5.6 points 47	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 11.4 points below standard Increased ++6.5 points 270

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 89.6 points below standard Increased Significantly ++44.6 points 32	Reclassified English Learners 87.8 points below standard Declined -14.8 points 51	English Only 32.2 points below standard Increased ++9.4 points 585
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Conclusions based on this data:

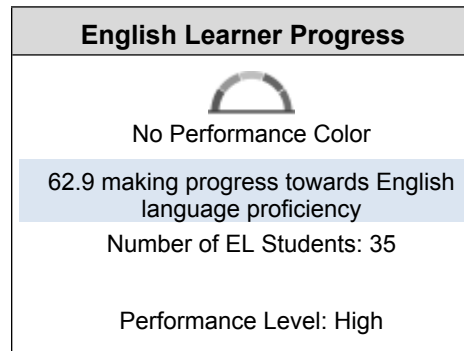
- Overall, Monte Vista increased 7.9 points in the last school year. We are still 37.9 points below standard. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.
- Subgroups who declined in the last school year include: African American students. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.
- Subgroups who increased in the last school year include: English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Asian students, Filipino students, Hispanic students, Students of Two or More Races, and White students. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
14.2	22.8	11.4	51.4

Conclusions based on this data:

1. With 62.9% of students making progress towards English Language proficiency, Monte Vista is rated at the High level.
2. Monte Vista's percentage of students making progress towards English Language proficiency is above the district average.
3. Analysis provided is based on the most recently available data, as this Dashboard indicator was not released in 2020.

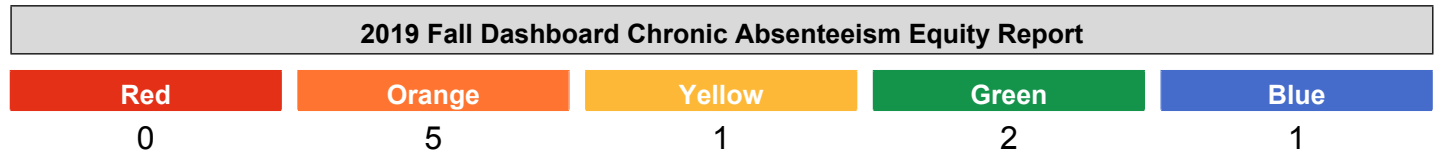
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 10.4 Increased +0.7 791	English Learners  Green 6.4 Declined -9.6 47	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless  No Performance Color 25 20	Socioeconomically Disadvantaged  Orange 15 Maintained 0 314	Students with Disabilities  Orange 17.5 Increased +1.8 171

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Green 2 Increased +2 50	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 0 Maintained 0 37	Filipino  Orange 10 Increased +8 40
Hispanic  Yellow 11.3 Declined -2.2 309	Two or More Races  Orange 9.8 Increased +2.4 51	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 12.4 Increased +1.9 298

Conclusions based on this data:

- Overall, Monte Vista has 10.4% of students considered chronically absent (absent 10% or more of the instructional days they were enrolled).
Analysis is based on the most current data available for this indicator.
- Subgroups who saw an increase in chronic absenteeism (a negative outcome) include: Students with disabilities, African American students, Filipino students, Students of Two or More Races and White students.
Analysis is based on the most current data available for this indicator.
- Subgroups who saw a decrease in chronic absenteeism (an improved outcome) include: English Learners and Hispanic students.
Analysis is based on the most current data available for this indicator.

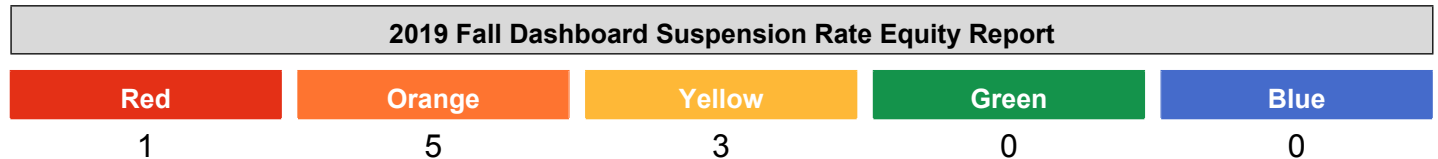
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 7.1 Increased +0.3 800	English Learners  Orange 4.3 Increased +0.3 47	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  No Performance Color 14.3 21	Socioeconomically Disadvantaged  Yellow 10.7 Declined -1.4 319	Students with Disabilities  Red 13.8 Increased +1.4 174

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 9.8 Declined -0.4 51	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Orange 2.7 Increased +2.7 37	Filipino  Orange 2.4 Increased +0.5 41
Hispanic  Yellow 9.6 Declined -0.6 311	Two or More Races  Orange 5.8 Increased +2.1 52	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Orange 5.6 Increased +0.5 302

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.8	7.1

Conclusions based on this data:

- Overall, the suspension rate at Monte Vista rose to 7.1% indicating that 7.1% of all students were suspended at least once during the school year, an increase of 0.3%. The dashboard indicator remained Orange. Analysis is based on the most current data available for this indicator.
- Three subgroups improved and increased their indicator one to two levels: Socioeconomically Disadvantaged students, African American students and Hispanic students. Analysis is based on the most current data available for this indicator.
- Three subgroups saw increases in percentages of students suspended and dropped one to three levels on their indicator: Asian students, Filipino students, Students of Two or More Races. Students with disabilities also saw increases in the number of students suspended and are in need of support to improve in this indicator. Analysis is based on the most current data available for this indicator.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Use multiple sources of data to make decisions

LCAP Goal

Ensure Increased Student Achievement Through High Expectations For All

Basis for this Goal

2018-2019 CAASPP data illustrates that 51% of 6th grade students, 41% of 7th graders and 44% of 8th graders did not meet or nearly met standards for English Language Arts. In the area of mathematics, 63% of 6th graders, 62% of 7th graders, and 61% of 8th graders did not meet or nearly met standards. There is not CAASPP data available for the 2019-2020 school year. FastBridge data from 2019-2020 demonstrates growth across the three administrations (fall, winter, and spring) however the spring administration was at home and outside of normal proctoring situations. Final Spring 2020 data for ELA shows that 78% percent of students tested at the green and blue levels, indicating that they were meeting grade level expectations for the 9th-10th month of school. In Math 76% of students tested (excluding 8th graders) were meeting grade level expectations for the 9th-10th month of school. The Mathematics Diagnostic Testing Project (MDTP) tested 6th - 8th grade students on preparedness for the next math level. In each test, there were 6-8 topics identified. In 6th grade, the two topics with the lowest scores were Data Analysis and Statistics (31%) and Geometry (38%), in 7th grade the lowest topics were Proportional Reasoning (14%) and Literals and Equations(20%), and in 8th grade the lowest topics were Functions and their Representations (13%) and Linear Equations and Inequalities (18%). The percentages represent the percent of students tested who are at or above critical level in the topic.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
FastBridge - ELA	22% of 6th, 7th and 8th graders tested scored in the red and yellow (high risk and some risk) levels after the final administration of FastBridge in Spring 2020 in ELA.	Decrease the percentage of students in the high risk and some risk categories by Spring 2021.
FastBridge - Math	24% of 6th, 7th and 8th graders tested scored in the red and yellow (high risk and some risk) levels after the final administration of FastBridge in Spring 2020 in Math.	Decrease the percentage of students in the high risk and some risk categories by Spring 2021.
MDTP - Math	The Mathematics Diagnostic Testing Project (MDTP) tested 6th -8th grade students on preparedness for the next math level. In each test, there were 6-8 topics tested. In 6th grade, two key topics with lower scores were Decimals (44%) and Fractions (48%). While they were not the two lowest topics, they have been identified as	Increase the percentage of students at or above the critical level in the two topics identified at each grade level.

Metric/Indicator	Baseline	Expected Outcome
	essential for the next level. In 7th grade the lowest topics were Proportional Reasoning (14%) and Literals and Equations(20%), and in 8th grade the lowest topics were Functions and their Representations (13%) and Linear Equation and Inequalities (18%). The percentages represent the percent of students tested who are at or above critical level in the topic.	

Planned Strategies/Activities

Strategy/Activity 1

Campus will engage in data rich conversations during staff meeting and collaboration times.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

Teachers, administration, district staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Monte Vista staff will collaborate on a weekly basis to analyze student data/progress by reviewing common formative and summative assessment results.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Staff will continue to use the Fast Bridge Universal Screening tool and reports to identify students who are not demonstrating grade level skills and which skills in particular are weak.
Amount	0
Source	None Specified
Budget Reference	None Specified

Description	In Math, staff will administer and analyze data from MDTP to measure readiness for the next level of mathematics and to identify areas of stronger and weaker skills to evaluate program effectiveness and pacing.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Professional Development on Professional Learning Communities (PLCs) is continuing on site through Leadership Team and weekly staff meetings using the Distance Learning Playbook as a guide. The Principal and two department leaders are also attending CAPS professional development, focusing on the impact of PLCs on student achievement and how to develop healthy and productive PLCs on campus.

Strategy/Activity 2

Departments and grade levels will create and align formal and informal assessments along with working towards incorporating more formative assessment strategies to guide instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

Teachers, administration, district staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers use staff meeting and PLC time to develop common assessments, as well as to examine the data to inform instruction and improve effective strategies.

Strategy/Activity 3

Support for English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/2020 - 6/2021

Person(s) Responsible

Certificated Personnel

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	English Learners participate in an English Language Development elective, aligned to the ELA curriculum, to develop increased academic language and focus on language skills (reading, writing, speaking and listening), as well as career skills and community and cultural awareness.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Identified English Learners will receive designated ELD support during the quarters in which they do not have ELA as a class in their schedule due to the 3x3 master schedule model in place this year in distance learning.

Strategy/Activity 4

After School Math Support

Students to be Served by this Strategy/Activity

Students not meeting grade level standards in mathematics

Timeline

10/2020-5/2021

Person(s) Responsible

Certificated Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1900.00
Source	LCFF L106 (Tutoring)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Math groups are being formed to receive extra support by a credentialed teacher to work on weaker pre-requisite skills, as well as skills, strategies and support to increase access to and mastery of grade level standards. After school classes are available two days per week (Monday and Tuesday) for one hour each. They are set up virtually so that they can function in both the in-person and distance learning model.
Amount	840.00
Source	LCFF L106 (Tutoring)
Budget Reference	3000-3999: Employee Benefits
Description	After School Math groups are being formed to receive extra support by a credentialed teacher to work on weaker pre-requisite skills, as well as skills, strategies and support to increase access to and mastery of grade level standards. After school classes are available two days per week (Monday and Tuesday) for one hour each. They are set up virtually so that they can function in both the in-person and distance learning model.

Strategy/Activity 5

Homework Club offered one day a week after school in the (virtual) classroom of a credentialed teacher

Students to be Served by this Strategy/Activity

All Students

Timeline

10/2020 - 5/2021

Person(s) Responsible

Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	950.00
Source	LCFF L106 (Tutoring)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One day a week of after school availability in a (virtual) classroom with a credentialed teacher for support with homework and access to technology. This opportunity is set up virtually so that the class can function in both the in-person and distance learning models.
Amount	420.00
Source	LCFF L106 (Tutoring)
Budget Reference	3000-3999: Employee Benefits
Description	One day a week of after school availability in a (virtual) classroom with a credentialed teacher for support with homework and access to technology. This opportunity is set up virtually so that the class can function in both the in-person and distance learning models.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School Climate and Student Connectedness

Goal Statement

Create school environments that welcome and support all our student populations

LCAP Goal

Provide A Healthful Environment Where All Students Feel Welcome, Safe, and Connected

Basis for this Goal

Research demonstrates that students who feel connected to school and believe that the adults on their campus care about them, attend more regularly, have decreased incidents of behavior that remove them from the instructional environment, and lead to overall increases in student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance and Engagement Rates	Currently, students who miss 2-3 consecutive days of class are reported to the office for the PVSD reengagement plan to be enacted. This consists of teachers reaching out, classified personnel support, and conferences with site administration.	Decrease the overall number of students who are consistently missing classes and who are not actively engaged in their education. Students and families who have participated in Engagement Conferences will demonstrate an improvement in attendance and engagement.
Extra Curricular and Virtual Events for students	In distance learning, ASB, Yearbook and the Toro News Station (TNS) have worked to connect students to campus life and to each other through weekly photo challenges, virtual spirit competitions and weekly broadcasts. Counselors are also meeting individually and in groups with students to create connections and address the isolation that the global pandemic has created for some of our students.	Through increased connectedness to the campus and to peers and caring adults, students will feel less isolated and more engaged with school activities and classroom academics and activities.
Suspension and Discipline Rates	At the time of school closures in March 2020, there were 50 incidents of suspension involving 39 students.	In distance learning, with all health and safety protocols in place, and with half as many students on campus each day once we reopen in the MTP model, suspension rates will decrease dramatically.

Planned Strategies/Activities

Strategy/Activity 1

Create and Maintain Extra Curricular Activities and Engagement Opportunities

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

Site administration, Certificated Personnel, ASB, PTSC

Proposed Expenditures for this Strategy/Activity

Amount	4200.00
Source	LCFF L209 (Connectedness)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra curricular clubs will take place virtually to engage students and to allow leadership and other classes to function during the quarters in which their classes are not in session due to the 3x3 master schedule.
Amount	780.00
Source	LCFF L209 (Connectedness)
Budget Reference	3000-3999: Employee Benefits
Description	Extra curricular clubs will take place virtually to engage students and to allow leadership and other classes to function during the quarters in which their classes are not in session due to the 3x3 master schedule.

Strategy/Activity 2

Recognition Programs

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

administration, office staff, teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	ASB

Budget Reference	4000-4999: Books And Supplies
Description	Renaissance honors students who have maintained a 3.0 GPA in 6th grade or a 3.25 GPA in 7th and 8th grades for a grading period.
Amount	500.00
Source	ASB
Budget Reference	4000-4999: Books And Supplies
Description	A virtual Student of the Month program recognizes students who are excelling currently in the Distance Learning model. Students are identified by teachers and a certificate and other treats are delivered to the child, along with a recorded ceremony that is shared with the students and families of those being recognized.

Strategy/Activity 3

Alternative approaches to discipline

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Site Administration, Classified/Certificated Personnel and campus supervisors will continue to work in partnership to support student behavior in a positive and restorative approach. Admin team and teachers continue to introduce restorative practices and community circles into the virtual classrooms to improve Tier I access. Admin and Leadership team will continue to focus on PBIS in the coming school year.

Strategy/Activity 4

Implementation of Social/Emotional Curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 6/2021

Person(s) Responsible

PE Department, Counselors, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	School Counselor will train and monitor the implementation of Second Step, a social/emotional learning curriculum through all PE classes classes, once a week throughout the school year, during the quarters in which students have PE.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Communication with all stakeholders

Goal Statement

Create avenues for two-way communication for all stakeholder groups

LCAP Goal

Engage In Open, Meaningful, And Continuous Communication With All Stakeholders

Basis for this Goal

Surveys, PTSC meetings, ELAC meetings, student leadership meetings, staff meetings, site leadership team meetings, representatives on the Superintendent's student, parent and teacher advisories, Calendar Wiz, websites, videos

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connect Ed Receipt emails, views on videos posted to YouTube	Weekly receipts of numbers of families reached via email and phone calls are 89% and 93% respectively, number of views for reopening video is 281.	Increase the number of families receiving weekly updates
Followers on Social Media	376 followers on Twitter, 469 friends on Facebook, 170 followers on Instagram	Increase number of followers and weekly posts
Updated Website/Calendar	Updated currently with A/B day, school events, and other important dates (school and district)	Increased participation in school community events
Quarterly Coffee with Katie and Kayleigh	23 families attended our first virtual Coffee with Katie and Kayleigh in Oct. 2020	Increase participation

Planned Strategies/Activities

Strategy/Activity 1

Monte Vista will provide teachers, parents and students with weekly updates of school events, requesting volunteers, input and suggestions when appropriate

Students to be Served by this Strategy/Activity

All members of the Monte Vista school community

Timeline

8/2020 - 6/2021

Person(s) Responsible

Administration, office staff, parent groups

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Weekly phone calls in dual language to families and students, daily announcement for students and weekly emails via their student Gmail accounts, updated school marquee, website with resources, virtual school tours to continue to share what happens at Monte Vista and posting events and kudos on social media
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Staff and teacher surveys on school events, requesting feedback, student surveys on distance learning, ways to be engaged on campus and parent and staff surveys regarding learning model and instructional preferences during distance learning and COVID-19.

Strategy/Activity 2

Monte Vista will create opportunities for student, parent, and staff involvement and input through PTSC, ELAC, DELAC, School Site Council, extra-curricular events, Advisory Committees, "Coffee with Katie and Kayleigh", Round Table, staff meetings and Leadership meetings

Students to be Served by this Strategy/Activity

All students and families

Timeline

8/2020 - 6/2021

Person(s) Responsible

Administration, teachers, parents, student leadership, club representatives

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Increase parent connectedness to the campus and support for student success
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Improve school brand and standing in the community

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Use multiple sources of data to make decisions

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - ELA	Decrease the percentage of students not meeting standards and increase the number of students meeting standards.	Due to the suspension of CAASPP testing in the 2019-2020 school year, there is not data available to determine if this goal was met.
CAASPP - Math	Decrease the percentage of students not meeting standards and increase the number of students meeting standards.	Due to the suspension of CAASPP testing in the 2019-2020 school year, there is not data available to determine if this goal was met.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Campus will engage in data rich conversations during staff meeting and collaboration times.	Staff met weekly on Thursdays for collaboration. Fast Bridge was administered fall, winter and spring, with the exception of 8th grade Math in spring, as students were asked to take MDTP instead, to provide the HS with placement data. IABs were administered in Fall 2019. Work with PLCs continued until March 2020, when schools closed due to COVID-19. Our work with the Teacher Clarity Playbook has shifted to focusing on strategies and technologies that are effective in the distance learning model. The use of teacher-created formative assessment remains a goal for the 2020-2021 school year.	Monte Vista staff will collaborate on a weekly basis to analyze student data/progress by reviewing common formative and summative assessment results. None Specified None Specified 0	0
		Staff continue the use of Fast Bridge Universal Screening tool and reports to identify students who are not demonstrating grade level skills and which skills in particular are weak. None Specified None Specified 0	0
		Staff will administer and analyze data from Interim Assessment Blocks (IABs) to measure progress in the CAASPP testing interface. None	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	
		Professional Development on Professional Learning Communities (PLCs) is continuing on site through Leadership Team and weekly staff meetings using the Teacher Clarity Playbook as a guide. None Specified None Specified 0	0
Departments and grade levels will create and align formal and informal assessments along with working towards incorporating more formative assessment strategies to guide instruction.	Teachers use a variety of informal checking for understanding strategies, including exit tickets. Use of common assessments among teachers at a grade level, including discussion and analysis of results continues to be an area of needed growth. The January 2020 professional development day focused on the use of formative, teacher-created assessments, designed through the process of unpacking standards to give teachers quick and actionable data.	Teachers use staff meeting and PLC time to develop common assessments, as well as to examine the data to inform instruction and improve effective strategies. None Specified None Specified 0	0
		District staff will provide common assessment professional development to all teachers in January 2020. None Specified None Specified 0	0
Provide professional development opportunities for teachers including staff meetings, workshops, conference, release time, district trainings, and district-wide staff development days.	English Language Arts participated in one round of Lesson Study training and application practice. Lesson study consists of teachers working as a team to plan the lesson and then a volunteer teaches the lesson while the team studies the effectiveness of the planned lesson and utilized strategies on student engagement and outcomes. Each grade level (6th - 8th) planned and taught/examined a lesson on a middle school	Professional Development/Release time opportunities for staff 1000-1999: Certificated Personnel Salaries Unrestricted 2317.00	0
		English Language Arts will focus on the Lesson Study, Math is focusing on rich math tasks and an increased use of the Mathematical Practices, History is in year one of their TCI adoption, and Science is piloting two textbooks series that	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	campus. The math department participated in trainings planning rich math tasks and applying that knowledge to performance tasks. In spite of school closures in March, the Science department completed their pilot of instructional materials and made a recommendation to the board to adopt new curriculum. Additional conferences did not take place and not all funds were expended.	make use of the Next Generation Science Standards and the integrated model. Sub days are provided to observe and collaborate with colleagues. Title II funds available for professional development conferences 5000-5999: Services And Other Operating Expenditures Title II 3500.00	0
English Language Development Electives	ELD class took place through March 2020 when school closed. In distance learning last spring, it was not as structured as this year, however, our ELD teacher did reach out to all teachers to offer supports to English learners across all content areas. The summative ELPAC assessment was not administered.	English Learners participate in an English Language Development elective, aligned to the ELA curriculum, to develop increased academic language and focus on language skills (reading, writing, speaking and listening), as well as career skills and community and cultural awareness. None Specified None Specified 0	0
Language Arts Electives	All electives continued throughout the entire school year. TNS produced weekly broadcasts and also supported an 8th grade dedication video and virtual promotion ceremony. ASB/Leadership sponsored bi-weekly challenges and our digital media elective published the 2019-2020 yearbook.	Continued elective offerings will include Broadcast Journalism, Leadership, Advertising and Marketing, and Digital Media. Each of these electives will assist students in developing and furthering their reading, writing, listening, and speaking skills. None Specified None Specified 0	0
After School Math Support	Services ended with school closures, however, funds were expended as they had been allocated to teachers for the entire	After School Math groups are being formed to receive extra support by a credentialed	2356.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	school year. For the start of this school year, we have designed virtual ways for these services to continue.	teacher to work on weaker pre-requisite skills, as well as skills, strategies and support to increase access to and mastery of grade level standards. After school classes are available four days per week (M-Th) for one hour each. 1000-1999: Certificated Personnel Salaries LCFF L106 (Tutoring) 4978.00	
		After School Math groups are being formed to receive extra support by a credentialed teacher to work on weaker pre-requisite skills, as well as skills, strategies and support to increase access to and mastery of grade level standards. After school classes are available four days per week (M-Th) for one hour each. 3000-3999: Employee Benefits LCFF L106 (Tutoring) 1022.00	481.00
Homework Club offered two days a week after school in the classroom of a credentialed teacher	Services ended with school closures, however, funds were expended as they had been allocated to teachers for the entire school year. For the start of this school year, we have designed virtual ways for these services to continue.	Two days a week of after school availability in classrooms with a credentialed teacher for support with homework and access to technology 1000-1999: Certificated Personnel Salaries LCFF L106 (Tutoring) 2470.00	1100.00
		Two days a week of after school availability in classrooms with a credentialed teacher for support with homework and access to technology 3000-3999: Employee Benefits LCFF L106 (Tutoring) 530	234.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts Support Class	The class continued through March 2020. In distance learning, activities were still provided for students, however the F & P curriculum could not be fully utilized in the distance learning model. Without data, it is inconclusive if this intervention benefitted students. Due to scheduling constraints this year, this course is not currently in our master schedule.	Using the Fountas and Pinnell curriculum. 7th and 8th grade students will have access to an elective class designed to increase reading fluency, accuracy and comprehension. None Specified None Specified 0	0
Use of Advisory as Daily Response to Intervention (RtI) period	Advisory did not continue in distance learning during the 19-20 school year. It will be added to our schedule when we transition to the Modified Traditional Program for instruction.	Monday through Thursday, teachers and students have access to an Advisory period to receive or provide help in all classes in real time. Teachers may call students to them and students may request to go see teachers for: additional instructional support, time to re-take a quiz/test or make corrections, help with a project, notes or instruction missed due to an absence. Due to the double lunch system, students may also trade an Advisory period for a club in the opposite lunch. None Specified None Specified 0	0

Analysis

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

All strategies were implemented prior to school closures in March 2020. After school closures, activities continued to varying degrees as we worked through the distance learning model.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Without data, it is difficult to judge overall effectiveness. Electives and activities were connections for students during a time of isolation and uncertainty.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences are due to school closing on March 13, 2020 and the suspension of activities at that time.

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.

Activities and strategies described in the the SPSA moving forward will consider school closures and the feasibility of continuing programs despite the varying learning models available and/or employed.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Create school environments that welcome and support all our student populations

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension rate	Decrease the overall number of students who are suspended through the use of more restorative practices. Provide increased access to counseling and social emotional curriculum to address aggressive responses to peer conflict and to decrease instances of bullying (including cyber).	At the time of school closures, suspension data recorded that there were 60 incidents of suspension involving 44 different students. At roughly the same time the previous year there were 50 incidents of suspension involving 39 students.
Clubs on Campus	Through greater organization and communication with both students and families, clubs will have increased attendance for the 19-20 school year.	This goal was met through March 2020.
After school athletic opportunities	Increase the number of students involved in athletic opportunities by increasing intra-mural sports participation during lunch.	This goal was not met due to the loss of co-ed soccer and boys' volleyball in Spring 2020.
School Elective Survey	Increase the number of students completing the survey and work on the master schedule to decrease conflicts that allow students more choice for electives.	The survey was not given due to school closures. Yearlong elective teachers did hold interest meetings in May 2020 via Zoom prior to the application process to help inform enrollment into certain electives. These numbers were affected by students who later chose to enter the Digital Learning Academy for the 2020-2021 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create and Maintain Extra Curricular Activities	All clubs and sports took place to the extent possible through school closures. Funds were paid to teachers throughout the year as they had been budgeted.	Extra curricular sports include co-ed soccer, boys and girls basketball, co-ed field hockey, co-ed flag football, lunch time inter murals, co-ed cross country, cheer and girls	1800.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		and boys volleyball. Extra curricular clubs include WEB Wednesdays, CJSF, leadership (ASB), band, debate club, Rubik's cube club, calligraphy club, craft club, dance club, LGBTQ club, Anime club, Renaissance, robotics, yearbook and military club. 1000-1999: Certificated Personnel Salaries Unrestricted 1800.00	
		Extra curricular sports include co-ed soccer, boys and girls basketball, co-ed field hockey, co-ed flag football, lunch time inter murals, co-ed cross country, cheer and girls and boys volleyball. Extra curricular clubs include WEB Wednesdays, CJSF, leadership (ASB), band, debate club, Rubik's cube club, calligraphy club, craft club, dance club, LGBTQ club, Anime club, Renaissance, robotics, yearbook and military club. 3000-3999: Employee Benefits Unrestricted 356.00	356.00
		Extra curricular sports include co-ed soccer, boys and girls basketball, co-ed field hockey, co-ed flag football, lunch time inter murals, co-ed cross country, cheer and girls and boys volleyball. Extra curricular clubs include WEB Wednesdays, CJSF, leadership (ASB), band,	6500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>debate club, Rubik's cube club, calligraphy club, craft club, dance club, LGBTQ club, Anime club, Renaissance, robotics, yearbook and military club. 1000-1999: Certificated Personnel Salaries LCFF L209 (Connectedness) 6500.00</p>	
		<p>Extra curricular sports include co-ed soccer, boys and girls basketball, co-ed field hockey, co-ed flag football, lunch time inter murals, co-ed cross country, cheer and girls and boys volleyball. Extra curricular clubs include WEB Wednesdays, CJSF, leadership (ASB), band, debate club, Rubik's cube club, calligraphy club, craft club, dance club, LGBTQ club, Anime club, Renaissance, robotics, yearbook and military club. 2000-2999: Classified Personnel Salaries LCFF L209 (Connectedness) 1405.00</p>	1405.00
Career Technical Education	All courses took place up to school closures. Teachers met with students as possible in the distance learning format. Technology access was not universal at the start of distance learning in Spring 2020 and access to live instruction and class meetings developed over time.	<p>Maintain a master schedule that includes a variety of CTE-aligned courses taught by qualified instructors. None Specified None Specified 0</p>	0
		<p>Align courses to CTE pathways offered at Monte Vista feeder high schools None Specified None Specified 0</p>	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Current elective offerings include: Robotics, Intro to Agriculture/Zoology, Studio Art, Advanced Art, Digital Publishing, Marketing (Leadership), Broadcast Journalism, WEB (Where Everyone Belongs), Digital Media, ELD, ELA Intervention and Band None Specified None Specified 0	0
Recognition Programs	Student recognition programs as described ended in March 2020 with school closures. Teachers worked to recognized students who thrived in the distance learning environment, completing all assignments and attending Zoom office hours as requested. The Toro News Station (TNS) also recognized staff and students who were making a difference in distance learning.	Our school implements Toro Tickets as a way to recognize and encourage positive and appropriate student behaviors. Teachers and staff distribute these tickets daily to students demonstrating proper behaviors. Students collect Toro Tickets to redeem once a month for a prize. Students are also recognized for their outstanding accomplishments through the Student of the Month program, held six times throughout the year before school. 4000-4999: Books And Supplies ASB 1000.00	1000.00
		Renaissance Lunch honors students who have maintained a 3.0 GPA in 6th grade or a 3.25 GPA in 7th and 8th grades for a grading period. 5000-5999: Services And Other Operating Expenditures ASB 4000.00	1500.00
		Renaissance Lunch honors students who have maintained a 3.0 GPA in 6th grade or a 3.25 GPA in 7th and 8th	750.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		grades for a grading period. 4000-4999: Books And Supplies ASB 2000.00	
		WEB Applause - Students and staff are recognized by nominators for outstanding accomplishments are service on our campus. They receive a WEB applause (a treat, a pencil, and a picture with the WEB Applause team). WEB applause recipients are also featured on TNS each week. 4000-4999: Books And Supplies Donations 500.00	500.00
Staff will be familiar with student information system (Q), student cumulative records, all parts of IEP/504 documents, and be able to identify special populations within their classes.	Staff continue to increase the efficacy with reading and applying the information contained within IEP documents and how to use our student information system to gain additional information to better serve our students. IEPs and 504 meetings continued throughout distance learning in Spring 2020.	Teachers and staff will participate in continued PD with Q SIS and ELLevation to be able to identify students with specific needs in their classrooms. Information includes: tests scores, health alerts, IEP/504 status, EL designation, and overall attendance, behavior and grade information. All teachers are also supplied to 504 accommodations and IEPs in their boxes by the first day of classes and anytime a plan is updated to ensure that students always have access to their accommodations and also so that entire teams are aware of annual goals. None Specified None Specified 0	0
Alternative approaches to discipline	Restorative Circles were practiced in our staff meetings and used in classes across the	Site Administration, Classified/Certificated Personnel and campus	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	campus at teacher discretion as part of the roll-out. More teachers requested the support of our counselor to try community circles and restorative practices after hearing about successes from colleagues. Restorative practices and Positive Behavior Supports and Interventions (PBIS) are continued areas of growth for the 2020-2021 school year, particularly as we address student needs in a digital and hybrid environment.	supervisors will continue to work in partnership to support student behavior in a positive and restorative approach. Admin team introduced Restorative Circles during a staff meeting PD in October and many teachers bring Restorative Circles to their classrooms to improve Tier I access. Admin and Leadership team will continue to focus on PBIS in the coming school year. None Specified None Specified 0	
Implementation of Social/Emotional Curriculum	Second Step was rolled-out to all 6th grade classes via Advisory to start, and then the History department asked to take it on, as they felt it would be more meaningful with students in their classes with whom they had developed a closer working relationship and rapport. Second Step is taking place this year within our PE department for all students 6th - 8th grades.	School Counselor will train and monitor the implementation of Second Step, a social/emotional learning curriculum through 6th grade Advisory classes, once a week from January 2020 through the end of the school year. None Specified None Specified 0	0
Family Literacy Project for EL students and families	With the support of the English Language Development Content Specialist, Monte Vista successfully completed its first ever book study via the Family Literacy Project. Over the course of 8 meetings, the group completed the book study and also took a tour of a university (UCLA) with parents and students together. This group also helped improve our English Language Advisory Council (ELAC)	English Learners and their families participate in a book study about a first generation student exploring going to college. The program connects families to information and resources needed to plan for college life, as well as connects families more to the school culture. The program culminates with a field trip to a university	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	numbers and added a representative from ELAC as a non-voting member of our School Site Council last year.	campus. None Specified None Specified 0	

Analysis

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

In spite of school closures in March 2020, Monte Vista students, staff and families worked together to keep students connected to school, academics and social opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Particularly effective strategies that need to continue include: Restorative Practices, Community Circle, PBIS, Student Recognition, Opportunities for student involvement and engagement in campus life (sports, clubs, etc...) and the Family Literacy Project (every other year).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Any material differences are due to school closure on March 13, 2020 and the suspension of activities.

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.

Activities and strategies described in the the SPSA moving forward will consider school closures and the feasibility of continuing programs despite the varying learning models available and/or employed.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Create avenues for two-way communication for all stakeholder groups

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Connect Ed Receipt emails	Increase the number of families receiving weekly updates	The number of families receiving and responding to email communication increased.
Followers on Social Media	Increase number of followers	The number families following Monte Vista on social media has increased.
Updated Website/Calendar	Increased participation in school community events	Up until school closures, it appeared as though there was more involvement in school activities, however, in light of school closures, COVID-19 shelter in place procedures, and a lot of fear and uncertainty throughout Spring 2020 it is difficult to determine if this goal was met as described.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monte Vista will provide teachers, parents and students with weekly updates of school events, requesting volunteers, input and suggestions when appropriate	Staff and Parents received weekly communication throughout the year, including during school closures.	Weekly phone calls in dual language to families and students, daily announcement for students, updated school marquee, website with resources, monthly school tours to continue to share what happens at Monte Vista and posting events and kudos on social media None Specified None Specified 0	0
		Staff and teacher surveys on school events, requesting feedback None Specified None Specified 0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monte Vista will create opportunities for student, parent, and staff involvement and input through PTSC, ELAC, DELAC, extra-curricular events, Advisory Committees, Round Table, staff meetings and Leadership meetings	All monthly meetings/quarterly meetings were held throughout the year, including during closures via Zoom.	Increase parent connectedness to the campus and support for student success None Specified None Specified 0	0
		Improve school brand and standing in the community None Specified None Specified 0	0

Analysis

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

All strategies were implemented to the greatest extent possible throughout the year, including during school closures.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Digital communication became an even more viable means of staying involved within the school community during school closures.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

We need to continue to investigate ways to involve more reluctant or less available families so that their input can be included in decision making that affects all students on our campus.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	13,590.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF L106 (Tutoring)	4110.00	0.00
LCFF L209 (Connectedness)	4980.00	0.00
ASB	4500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ASB	4,500.00
LCFF L106 (Tutoring)	4,110.00
LCFF L209 (Connectedness)	4,980.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,050.00
3000-3999: Employee Benefits	2,040.00
4000-4999: Books And Supplies	4,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF L106 (Tutoring)	2,850.00
3000-3999: Employee Benefits	LCFF L106 (Tutoring)	1,260.00
1000-1999: Certificated Personnel Salaries	LCFF L209 (Connectedness)	4,200.00
3000-3999: Employee Benefits	LCFF L209 (Connectedness)	780.00
None Specified	None Specified	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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Amy Bustard (Chair)	Classroom Teacher
Stephanie Knecht	Classroom Teacher
Katie Burchell	Principal
Melissa Hinds	Other School Staff
Carrie Donovan	Parent or Community Member
Carolina Brown	Parent or Community Member
Casondra Bankson	Parent or Community Member
Arianna Jimenez	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

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

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

This SPSA was adopted by the SSC at a public meeting on 11/19/20.

Attested:



Principal, Katie Burchell on 11/19/20



SSC Chairperson, Amy Bustard on 11/19/20