

Ventura Unified School District

School Plan for

Student

Achievement



Montalvo Elementary School

56 72652 6056147

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Fiscal Year 2023-2024

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The School Plan for Student Achievement

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site 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 additional information on school programs and how you may become involved locally, please contact:

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Ventura, CA 93003
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karin.just@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Karin Just	X				
Julie Carbajal		X			
Jocelyn Martinez		X			
Evelyn Rodriguez		X			
Maritza Mides			X		
Kristen Dobson				X	
Andrew Iacopelli				X	
Cristina Whyte				X	
Christopher Kountz				X	
Claire Mulligan				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Karin Just	X				
Ana Arellano				X	
Anita Arce				X	
Briseyda Bonilla				X	
José Galguera Matias				X	
Sujej Barraza				X	
Loreno Rodriguez				X	
Marbella Negrete				X	
Jhoana Ramirez				X	
Sandra Alvarado				X	
Number of members in each category	1			9	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

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:

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

English Learner Advisory Committee

Signature of Authorized
Representative

Sandy Alvarez

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 10.17.23

Attested:

Karin Just
Karin Just, Principal

SSC Chairperson
SSC Chairperson

10.19.23
Date

10.19.23
Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2022-23 school year, Ventura Unified School District served 14,980 students in grades TK-12 including 13% students with disabilities, 14.9% English learners, 54% socioeconomically disadvantaged, 0.2% migrant education, 2.8% homeless, and 0.4% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2022-23 school year, Montalvo Elementary School served 386 students in grades PreK-5. Student enrollment included 9.6% students with disabilities, 14.8% English learners, 56% socioeconomically disadvantaged, 2.6% homeless, and 0.8% foster youth. The staff at Montalvo Elementary School maintains high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Montalvo Elementary School is one of seventeen elementary schools in the Ventura Unified School District. It is located on the southeastern corner of the City of Ventura and 70 miles north of Los Angeles. It is located in an unincorporated area of the city. Montalvo is surrounded by many single-family homes, new developments, low income apartment complexes and a mobile home park which houses a large number of Spanish speaking families. There is also a homeless shelter in the school's attendance area. A state-funded preschool is also on the Montalvo campus which serves approximately fifty, 3- and 4-year-old students.

The school is served by programs offering childcare and afterschool care. The Las Posas Childcare Center provides after school care on a fee basis. Montalvo sponsors the After School Education and Safety (ASES) program which serves 80 students in grades 3-5 Monday-Friday and supports the school's instructional program with tutoring and homework support.

Montalvo Elementary School offers two instructional pathways for student learning; a Structured English Immersion Program (SEI) and a Two-Way Immersion (TWI) Bilingual Program for students in grades kindergarten through grade 5.

Montalvo Elementary School was modernized in 2000 and hosts 20 classrooms. The school has a library with bilingual resources for students, staff and parents. A three-hour library technician serves preschool through grade 5 students. The school also has a fully implemented Accelerated Reader Program; a 32-station computer lab which serves as a resource for students, teachers and families. A computer lab assistant assists kindergarten through grade 5 students with technology-based projects.

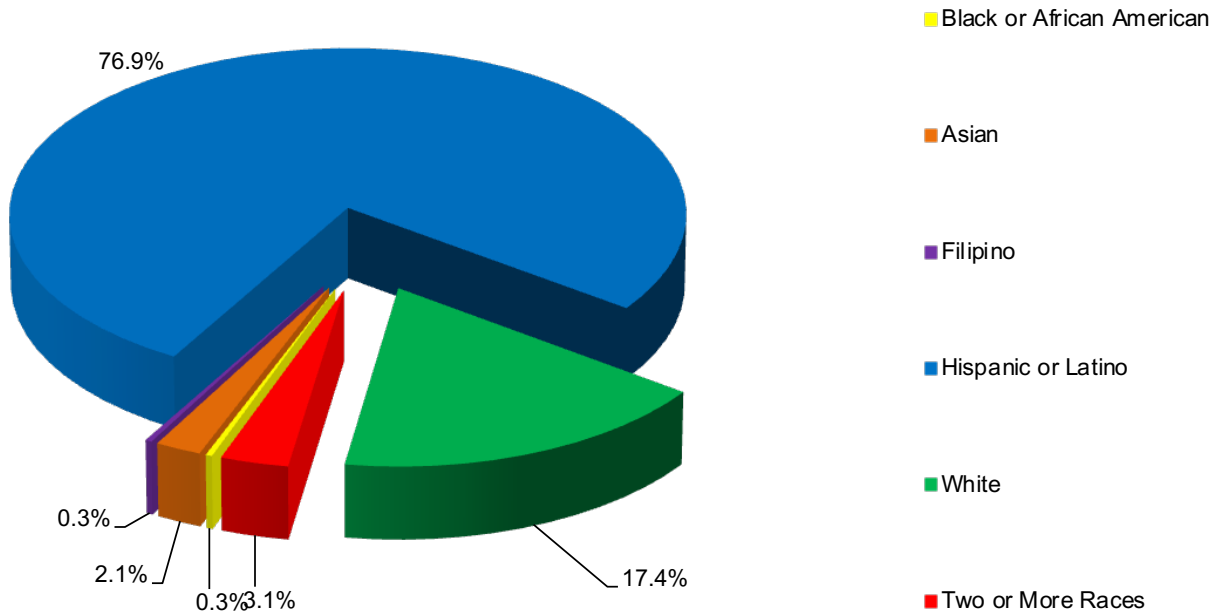
School Vision

Upon leaving Montalvo, we want our students to be positive contributors to our community. Therefore, it is essential that each student develop the skills and values that will help them become lifelong learners, responsible citizens and productive members of society.

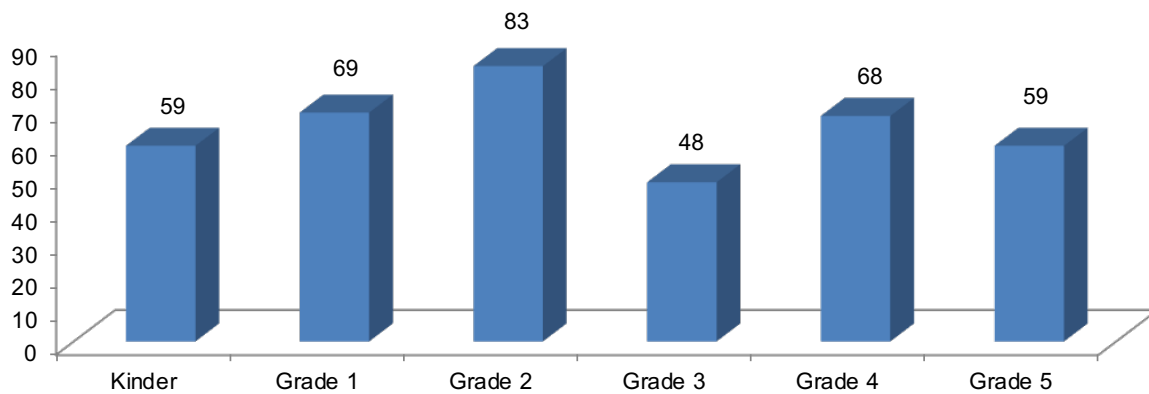
School Mission

At Montalvo Elementary School our mission is to ensure the full intellectual and character development of each child by making use of all available educational resources. This is accomplished in an environment that is warm, caring and academically stimulating.

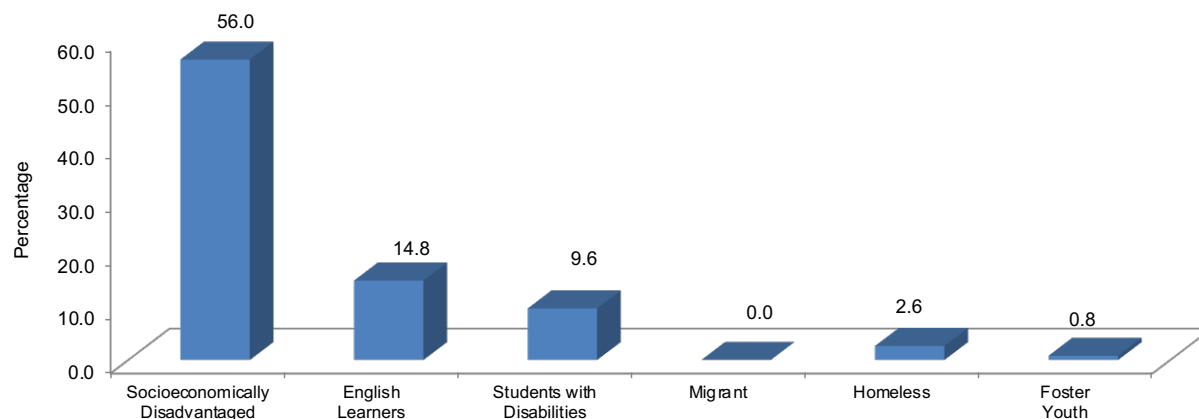
Student Enrollment by Ethnicity – 2022-23



Student Enrollment by Grade – 2022-23



Student Enrollment by Student Group – 2022-23



Comprehensive Needs Assessment

Montalvo Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a School Site Council Meeting and at staff meetings, the principal and teaching staff considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - Benchmark Data

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals. Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
 - Pacific High
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary
 - Sunset School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Montalvo Elementary School’s behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Montalvo Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Montalvo Elementary School’s staff follow Dr. Randy Sprick’s Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bullying prevention strategies through: The Pledge for Achievement, classroom behavioral expectations, *Bucket Filling* actions/activities, classroom discussions, positive behavior assemblies, and the use of related children’s literature. Parents are included in bully prevention education and awareness activities through the school newsletter, communication with school staff, and

information provided on the school district website. Montalvo Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Beginning of the Year Behavior Expectation Assembly**
- **Positive Behavior Intervention & Supports (PBIS)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Montalvo Arts Academy	56726526056147	10/17/23	

Purpose and Description

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

Montalvo Arts Academy is a K-5 Elementary School that receives Title 1 funding and has a Jumpstart preschool program. We have an active Dual Language Immersion strand (Spanish and English) along with a schoolwide focus on the arts. The purpose of this plan is to ensure that our funding aligns to the needs of the diverse Montalvo community, while adhering to the goals of our Local Control Accountability Plan (LCAP).

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

We have engaged our stakeholders in gathering input on the needs of our school, and will plan and distribute funding to meet these needs. The Montalvo Arts Academy school plan focuses on ways to increase student achievement, increase student connectedness, and increase family involvement. These same goals and activities reflect the goals in our Ventura Unified District LCAP document and our local Ventura Unified School Board priorities.

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

Personnel Involved:	Date:
Montalvo Staff	8.18.23, 9.13.23, 10.11.23
Montalvo School Site Council	9.26.23, 10.10.23, 10.17.23
Montalvo PTA Board	8.10.23, 9.14.23, 10.12.23
Montalvo ELAC	10.12.23, 10.19.23
General Community Opportunities	Parent Orientation 8.17.23, Coffee with Principal 9.1.23, Back to School Night 9.19.23, Ongoing Survey for all stakeholders: 9.5-9.19.23

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

Increase Student Achievement – All Montalvo students will increase academic achievement in Language Arts and Math.

Identified Need:

For the 23-24 school year we will continue to work on analyzing and addressing learning needs affected by earlier (Covid-related) school interruptions. Students will be assessed and instructed based on their specific needs for foundational reading skills and also in growth in overall mathematics and language arts skills both in English and Spanish as compared to our school population and to national peers.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome			
Kindergarten Reading Foundational Skills (BPST Basic Phonics Skills Test) This test is based on California Reading and Literature Project's work and is available to teachers in Spanish and English.	Kindergarten baseline is zero...Though many students begin school with some exposure and academic knowledge, others do not. The academic expectation for the August baseline is zero so the percentage of students on grade-level is 100%..	The percentage of Kindergarteners on grade-level or above will remain consistent or improve throughout the school year beginning with a baseline of Fall scores. Percent of students on/above grade level:			
		Term	Fall 23	Winter 24	Spring 24
		% on or above ELA	100%		
		% on or above SLA	100%		
First Grade Reading Foundational Skills (BPST Basic Phonics Skills Test) This test is based on California Reading and Literature Project's work and is available to teachers in Spanish and English.	The percentage of First Grade on grade-level or above will remain consistent or improve throughout the school year beginning with a baseline Fall Scores. Percent of students on/above grade level:				
		Term	Fall 23	Winter 24	Spring 24
		% on or above ELA	100% *		
		% on or above SLA	83%		

- *Fall Data includes one class of two

Grades 2-5 Spanish Language Arts

SLA - Spanish Language Arts, percentage of students who are at or above the National Average

*(2nd grade was read aloud to students in Fall and Winter of 22-23 school year)

There was some discrepancy in the lower grades as to students taking the K-2 band test or the 2-5 test in 22-23. With time, the data will offer more insights.

By default, these scores reflect only students in the DLI program. MAP scores are not normed specifically for this population and instructional model.

Percentage of students on or above grade level both within the year and in comparison to trimester scores from last year will remain constant or improve. Data reflects both student achievement (when read diagonally) and program efficacy (when read horizontally).

To compare student group to student group read scores at a diagonal (to follow kids); to compare teacher group to teacher group read scores on the horizontal

Grade	SLA Fall 22	SLA Fall 23	SLA Winter 23	SLA Winter 24	SLA Spring 23	SLA Spring 24
2nd	75% *	64%	83% *		56%	
3rd	46%	61%	33%		40%	
4th	63%	30%	52%		53%	
5th	37%	51%	41%		37%	

Grades 2-5 English Language Arts

ELA - English Language Arts, percentage of students who are at or above the National Average

*(2nd grade was read aloud to students in Fall and Winter of 22-23 school year)

There was some discrepancy in the lower grades as to students taking the

Percentage of students on or above grade level both within the year and in comparison to trimester scores from last year will remain constant or improve. Data reflects both student achievement (when read diagonally) and program efficacy (when read horizontally).

To compare student group to student group read scores at a diagonal (to follow kids); to compare teacher group to teacher group read scores on the horizontal

Grade	ELA Fall 22	ELA Fall 23	ELA Winter 23	ELA Winter 24	ELA Spring 23	ELA Spring 24
2nd	42%	30%	39 %		41%	
3rd	23%	47%	25%		23%	
4th	57%	48%	50%		46%	
5th	56%	35%	48%		45%	

K-2 band test or the 2-5 test in 22-23. With time, the data will offer more insights.

These scores reflect students in both DLI and English Only instruction depending on grade and trimester. Scores are not normed specifically for this population and instructional model.

K-5 Math, percentage of students who are at or above the National Average

These scores reflect students in both DLI and English Only instruction. Scores are not normed specifically for this population.

Percentage of students on or above grade level both within the year and in comparison to trimester scores from last year will remain constant or improve. Data reflects both student achievement (when read diagonally) and program efficacy (when read horizontally).

To compare student group to student group read scores at a diagonal (to follow kids); to compare teacher group to teacher group read scores on the horizontal

Grade	Math Fall 22	Math Fall 23	Math Winter 23	Math Winter 24	Math Spring 23	Math Spring 24
Kinder	35%	27%	37%		55%	
First	45%	46%	32%		47%	
Second	44%	60%	41%		41%	
Third	40%	49%	38%		53%	
Fourth	64%	50%	62%		55%	
Fifth	52%	56%	40%		25%	

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All Montalvo students will increase academic achievement in Language Arts and Math as demonstrated using District Assessments (BPST - Basic Phonics Skills Test and MAP - Measurement of Academic Progress) scores. Scores will be compared to national averages of students on or above grade level and also analyzed for improvement within our program.

Strategy/Activity

- Provide specified FTE to plan, coordinate, teach and guide comprehensive intervention programs (including SST procedures and scheduling) per District LCAP plan.
- Provide coordinated Reading Support Program (Sonday, Hopscotch, El Camino) identifying student needs from multiple sources of data and teacher recommendation. Intervention consisting of 30-40 minutes lessons in small groups 4 days a week by credentialed teachers. Both Tier 2 (Intervention program) and Tier 3 (Specialized Academic Instruction) will have training and access to Sonday, Hopscotch and El Camino curricula.
- Teacher groups will attend CRLP (California Reading and Literature Program) 4-day training on the science of reading instruction and reading foundational skills.
- Provide math intervention using individualized Moby Max and small group instruction inside the classroom.
- Provide teacher access to Learning A-Z Raz Kids, Accelerated Reader (AR), See Saw; homework management materials - software and supplies.
- FTE School Counselor providing class and small group lessons to support Social/Emotional Learning strategies for self-regulation, organizational skills and time management to assist with academic achievement.
- Provide Bilingual and English only paraeducator services for push-in, targeted support for varying levels, in-class support and parent communication.
- Substitute time for lower grade teachers to facilitate online testing for younger students.
- Substitute time combination classes to collaborate and plan effectively.
- Substitute time for conducting Student Success Team Meetings with teachers, support team (principal, intervention, special ed, etc) and families for target students.
- Ongoing training in Teaching for Biliteracy with Ventura County Dual Language Leadership Team - Strengthening Bridges Between Languages for Site Dual Language Leadership Team.
- Library clerk to assist with accelerated reader and STAR reading programs, leveling of books, identifying "good fit" books for grade level groups, overseeing book loaning and tracking student Accelerated Reader use.
- Implementation of Professional Learning Communities, including data driven grade level collaborations (PLCs).
- Deepen our collective understanding and implementation of MAP Assessment system through District offered education and on-site analysis.
- Offer GATE enrichment classes for our GATE-identified and GATE+ students.
- Materials and supplies to implement GLAD (and other) research-based strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
FTE to plan, run and teach intervention and Student Study Team program (SST)	LCAP Funding
Ongoing training in Sonday, Hegerty for Intervention Teacher and SAI Teacher	LCAP Funding
CRLP Training on Reading Foundations	LCAP Funding
Moby Max personalized math practice	LCAP Funding
Access to various programs: A-Z, See Saw 1,000	Supplemental
0.4 FTE Counselor 29,9380 + 14,669	Title 1 Pre-Allocated
Para Educator (Glass) - 23,788 + 8,174	Title 1 Pre-Allocated
Para Educator (Chavira) 3228 + 1192	Title 1
Para Educator (Chavira, Vasquez) 12,829	Supplemental
Substitutes for lower grade testing, SST meetings, combo collaboration 4725	Supplemental
Yearlong training in Biliteracy for DLI Leadership Team 1875	LCAP Funding
ESSA Library Clerk - 2 hrs a day (position 4183) 8.000	Supplemental
Additional benefits cost for Chavira, Vasquez, position 4183 11,630	Supplemental
PLC Implementation	no cost
MAP Assessment	no cost
GATE enrichment classes 2500 + 579 = 3079	Site Based
Materials and supplies for research-based strategies 3037	Site Based
Spanish Spelling Bee expenses 173.31	Supplemental

Annual Review:**SPSA Year Reviewed: 2022-23**

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

ANALYSIS:

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

The 22-23 goal was to mitigate learning loss due to COVID-related school interruptions and monitor student growth in Language Arts and Math through LEA-based MAP measurements and state-based CAASPP scores. The site focused on PLC implementation, Intervention groups, GATE enrichment and renovating and updating the school library. Goals were partially met. Programs and initiatives were carried out, but due to inconsistent assessment administrative and score reporting platforms it is difficult to specifically tie numerical improvement to these efforts.

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

Budget expenditures were implemented as planned.

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.

Though the overall aim of improving student outcomes and scores in Language Arts and Mathematics has remained the same, the measurement of these efforts will be different. Due to the nature of running a Dual Language (Spanish and English) strand alongside a Structured English Immersion program, our site's CAASPP and MAP scores are not normed for our specific population. Additionally, using CAASPP scores gives us results at a much later date when it is more difficult to adjust course. To measure the ongoing work of improving student achievement we will use internal district-based measurements within the year to gauge the number of students responding to instruction and performing on grade-level.

Goal 2:

Student Connections to School - Provide a safe and engaging environment for all students.

Identified Need:

Attendance rates have suffered since COVID closures. If students are not in school, they are not learning and cannot develop the relationships needed to establish and maintain engagement. We will focus on improving attendance rates for all grades.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome			Expected Outcome	
A2A Attendance Rates	91.18 % Yearly Attendance Rates			92.18 or higher	
	Montalvo Arts Academy Attendance Rates				
	Grade	% Present 2020-2021	% Present 2021-2022	% Present 2022-2-23	% Present 2023-2024
	00	94.91	89.73	91.99	
	01	92.96	91.59	93.05	
	02	96.89	92.03	92.02	
	03	95.08	93.07	92.81	
	04	95.84	92.76	94.03	
	05	92.63	92.89	95.35	
	All	94.72	90.39	91.18	
	Difference	x	-4.33	+79	

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

Montalvo will improve one percentage point or higher on a pathway to restoring previous attendance rates (20-21).

Strategy/Activity

We will monitor and communicate attendance with stakeholders, including students on a trimester basis.

We will celebrate target attendance rates by class and/or grade level at trimester intervals.

We will communicate the importance of attendance (ongoing) with all stakeholders, including students.

We will call on all absences and tardies to establish support needed by families.

We will maintain a safe, smoothly flowing campus with adequate supervision.

We will offer four Saturday Schools throughout the year for students to improve attendance rates.

Counselor will run comprehensive ACSA (American School Counselor Association) model program with Tier 1 general education and franchise lessons, Tier 2 small group skill-based small-group lessons and Tier 3 resource referrals for students and families.

Principal and counselor will closely monitor chronic absenteeism providing support and/or utilizing the SART/SARB process to decrease the absenteeism rate.

All teachers will receive training and materials to implement the Second Step Social Emotional curriculum in order to improve school connections.

We will implement a Montalvo Lion ROARS PBIS program (PBIS - Positive Behavioral Interventions and Supports) including student education, trimester award assemblies and ROARS bucks store with motivations and incentives for students.

We will provide multiple student enrichment opportunities such as assemblies, field trips, family nights, and community events to increase student engagement in school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.4 FTE Counselor 29,9380 + 14,669	Title 1 Pre-Allocated
CSA Campus Supervision Time 2.75 hrs. day 10,771	Supplemental
Monitoring A2A Data, SART/SARB Process	District Funded
Second Step Curriculum and Training for all teachers	District Funded
ROARS Program student incentives 500	Site Based
Assemblies, Field Trips, Family Nights, Community Events	PTA Funded
4 Saturday Schools	District Funded

Annual Review:**SPSA Year Reviewed: 2022-23**

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

ANALYSIS:

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

Many strategies to improve student connectedness were implemented during the 22-23 school year such as counselor lessons, some assemblies and some ROAR PBIS efforts. There was a great deal of change in Montalvo Administration from the 22-23 to the 23-24 school year including the principal, counselor, intervention teacher, three classroom teachers, psychologist, specialized academic instruction teacher and speech and language therapist. In addition, there was a great deal of turnover in our PTA. These positions work in a unit to increase student connectedness and ensure support - many of the initiatives were not as effective as they might have been during this time period due to these changes.

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

The majority of expenditures happened as planned.

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 will continue with the goal of improving student connectedness as measured through student attendance and will utilize not only tools directly involved with attendance (A2A) but also resources and strategies that focus on student social-emotional well-being. We will look for areas where initiative implementation was paused due to staff change and work to continue these efforts.

Goal 3:

Family Involvement - Maintain and increase parent and community involvement.

Identified Need:

Montalvo staff will strive to establish and maintain parent and family involvement representing multiple student groups in both formal representation boards/groups and informal attendance at family events. We will establish a baseline in the 23-24 school year and work from there to maintain and/or increase participation.

Annual Measurable Outcomes:

Metric/Indicator	Baseline in 23-24 School Year
Parent participation on School Site Council (SSC)	
Multi Lingual Advisory Council (MLAC)	
Parental Advisory Committee (PAC)	
Special Education Advisory Committee (SEDAC)	
Parent Teacher Association PTA representation members	
Number of Parents completing yearly Needs Assessment Survey	81 - 21%
Number of Parents attending Back to School Night	258 - 69%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

Montalvo staff will strive to maintain parent and family involvement in all student groups on campus.

Strategy/Activity

- Advertise, recruit and conduct elections for School Site Council positions. Hold a minimum of 6 meetings during the year.
- Advertise and recruit MLAC meetings. Hold a minimum of 4 meetings during the year.
- Recruit representation on PAC and ensure there is monthly share out at PTA meetings.
- Recruit representation on SEDAC and maintain communication with representatives to ensure school is up to date on presented topics.
- Advertise and support Parent Teacher Association by both Administration and Teachers. Attend monthly meetings and events.

- Draft, publicize, analyze and share yearly Needs Assessment with school community. Disseminate results to school staff, PTA and SSC.
- Provide a bilingual Back to School Night with both classroom and program information for parents including how they can help students and become more involved at school
- Hold 'Coffee with Principal' at least 4 times a year to provide a discussion forum and opportunity to ask questions to parents.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Communication platforms	District Funded
Coffee/Coffee maker 150	Donation Account

Annual Review:**SPSA Year Reviewed: 2022-23**

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

ANALYSIS:

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

The goal of parent participation has remained the same, though some particulars have changed to focus more on attainable metrics. Some opportunities for engagement were provided (many school events such as Color Run, Día del niño and Carnaval) and others were not (Ventura Adult Education opportunities, regular coffees etc.) Staff turnover affected the ability to implement some of these opportunities.

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

There were no major budgetary expenses listed or enacted around this 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.

For the 23-24 school year we will focus on involvement opportunities that lend themselves to metrics such as number of surveys completed, meetings attended and/or memberships purchased.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Montalvo Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Pre-Allocation	\$76,569.00
Title I 2023-24 Allocation	\$4,420.00

Subtotal of additional federal funds included for this school: **\$80,989.00**

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 (\$)
Site-Based Funds 2022-23 Carryover	\$3,292.00
Site-Based Funds 2023-24 Allocation	\$13,510.00
Supplemental Funds 2022-23 Carryover	\$5,593.00
Supplemental Funds 2023-24 Allocation	\$44,390.00

Subtotal of state or local funds included for this school: **\$66,785.00**

Total of federal, state, and/or local funds for this school: **\$147,774.00**

2023-24 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	48	47	47	25.53%	19.15%	25.53%	29.79%
Male	28	28	28	28.57%	17.86%	25.00%	28.57%
Female	20	19	19	21.05%	21.05%	26.32%	31.58%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	37	36	36	19.44%	22.22%	25.00%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	28	28	28	10.71%	25.00%	28.57%	35.71%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	11	11	11	9	18	27	45
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	48	47	47	25.53%	36.17%	17.02%	21.28%
Male	28	28	28	28.57%	42.86%	14.29%	14.29%
Female	20	19	19	21.05%	26.32%	21.05%	31.58%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	37	36	36	22.22%	30.56%	22.22%	25.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	28	28	28	10.71%	32.14%	28.57%	28.57%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	11	11	11	9.09%	36.36%	18.18%	36.36%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	63	63	63	17.46%	23.81%	19.05%	39.68%
Male	25	25	25	20.00%	20.00%	12.00%	48.00%
Female	38	38	38	15.79%	26.32%	23.68%	34.21%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	50	50	50	12.00%	22.00%	22.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	37	37	8.11%	16.22%	13.51%	62.16%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	63	63	63	12.70%	34.92%	28.57%	23.81%
Male	25	25	25	16.00%	36.00%	28.00%	20.00%
Female	38	38	38	10.53%	34.21%	28.95%	26.32%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	50	50	50	6.00%	38.00%	30.00%	26.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	37	37	5.41%	29.73%	35.14%	29.73%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	58	56	56	10.71%	32.14%	17.86%	39.29%
Male	19	17	17	5.88%	17.65%	29.41%	47.06%
Female	39	39	39	12.82%	38.46%	12.82%	35.90%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	49	47	47	8.51%	29.79%	21.28%	40.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	5.88%	23.53%	14.71%	55.88%
English Learners	12	12	12	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	58	56	56	3.57%	12.50%	35.71%	48.21%
Male	19	17	17	5.88%	5.88%	35.29%	52.94%
Female	39	39	39	2.56%	15.38%	35.90%	46.15%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	49	47	47	4.26%	8.51%	34.04%	53.19%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	2.94%	5.88%	23.53%	67.65%
English Learners	12	12	12	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

2023-24 Supplemental Funds Program Budget

2023-2024 BUDGET

School Site:

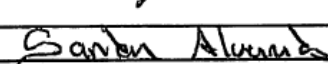
Montalvo Elementary

Program:

Supplemental

2022-23 Carryover	\$	5,593.00
2023-24 Allocation	\$	44,390.00
Total Available Funding:	\$	49,983.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
Teachers, Extra hours	\$	-
Teachers, Sub - 21 days (Combo/SST/Collab)	\$	4,725.00
Other	\$	-
2000s - Classified Salaries		
Paraed Bilingual 3.0 hrs/d (Vasquez)	\$	11,450.00
ESSA/Library Tech (pos 4183 - open) 2hrs/d	\$	8,000.00
CSA 2.75 hrs. a day (Vasquez/VACANT)	\$	10,771.00
Split Funded 30% Para Ed (Chavira)	\$	1,379.00
3000s - Employee Benefits		
23.16% for Certificated	\$	1,094.00
36.94% for Classified	\$	11,673.00
4000s - Books and Supplies		
Books Other Than Textbooks	\$	-
Materials and Supplies	\$	-
Equipment not Capitalized	\$	-
5000s - Services & Other Operating Expenses		
Conferences/Travel	\$	173.31
Rentals and Repairs	\$	-
Operating Lease	\$	-
Graphics	\$	-
Contracted Services	\$	-
Internet Publications/Software (See Saw)	\$	717.69
6000s - Capital Outlay		
Capital Equipment >\$5,000 ea.	\$	-
Total	\$	49,983.00
Budget Balance		
	\$	-


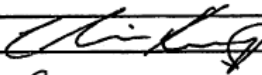
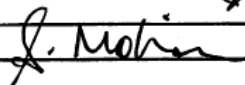
Principals Signature:	
Date:	10.19.23
School Site Council Approval: (Chair)	
Date:	10.19.23
English Learner Advisory Committee Review:	
Date:	10.18.23
Director, Special Projects Approval:	
Date:	12/19/23

2023-24 Site Based Funds Program Budget

2023-2024 BUDGETSchool Site: **Montalvo Elementary**Program: **Site Based Fund**

2022-23 Carryover	\$	3,292.00
2023-24 Allocation	\$	13,510.00
Total Available Funding:	\$	16,802.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours GATE classes	\$ 2,500.00
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 579.00
	36.94% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies 22-23 12371.00	\$ 3,073.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 7,000.00
	Contracted Services	\$ -
	Programs: GATE/RAZ/Mystery Science	\$ 3,000.00
	Communications	\$ 650.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 16,802.00
Budget Balance		
		\$ -

Principals Signature:	
Date:	10.19.23
School Site Council Approval: (Chair)	
Date:	10.19.23
Director, Special Projects Approval:	
Date:	12/19/23

2023-24 Title I Program Budget

2023-2024 BUDGET

School Site:

Montalvo Elementary

Program:

Title I

2023-24 Pre Allocation	\$	76,569.00
2023-24 Additional Allocation	\$	4,420.00
Total Available Funding:	\$	80,989.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Counseling 0.4 FTE	\$ 29,938.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed 0.55 FTE (David Glass)	\$ 23,788.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 14,669.00
	Classified	\$ 8,174.00
Total		\$ 76,569.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed (Gloria Chavira pos #1892)	\$ 3,228.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	36.94% for Classified	\$ 1,192.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ -
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 4,420.00
Budget Balance		\$ -

Principals Signature:	<i>[Signature]</i>
Date:	10.19.23
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	10.19.23
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	2/19/23

School-Parent/Home Compact

**MONTALVO ARTS ACADEMY
FAMILY-SCHOOL COMPACT 2023-2024****STUDENT PLEDGE**

I know my education is important. I know I am the one responsible for my own success. Therefore, I agree to meet the responsibilities below to the best of my ability. I will:

- Have a positive attitude about my learning and the learning of others.
- Use my self-control at all times in person and online.
- Respect the diversity of all people.
- Treat others the way I would like to be treated.
- Be the best that I can be at school and at home.
- Attend school regularly and be on time daily.

Print name _____

Signature _____

PARENT PLEDGE

I know my child's school years are very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to meet the following responsibilities to the best of my ability. I will:

- Provide a quiet place for my child to study and encourage completion of homework.
- Make sure my child gets an adequate night's sleep and proper nutrition.
- Ensure my child attends school regularly, on time, and not make appointments during school time.
- Encourage my child to pursue his/her interests, while balancing his/her responsibilities.
- Stay involved and informed in my child's school activities and progress.
- Communicate with the school staff to meet the academic and social-emotional needs of my child.
- Respect my child and encourage him/her to respect others.
- Encourage my child to engage in positive behavior and digital citizenship.

Print name _____

Signature _____

TEACHER PLEDGE

I understand the importance of a good school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities. I will:

- Teach grade level skills and concepts following the district/state standards.
- Instruct the necessary concepts before homework is assigned.
- Strive to know the individual academic and social-emotional needs of each child.
- Promote good citizenship and positive behavior.
- Provide an enriched and supportive learning environment for all students.
- Regularly communicate regarding your child's progress, and how you can support him/her.
- Strive to continue to develop my pedagogy in technology, curriculum and collaboration.

Print name _____

Signature _____

VUSD Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Montalvo Elementary - Parent Involvement Policy

**2023-2024 Title I School-Level Parental Involvement Policy
Montalvo Arts Academy**

Montalvo Elementary has developed a written Title I parental involvement policy with input from Title I parents in the School Site Council. It has distributed the policy to parents of Title I students in the Parent Handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Montalvo, the following practices have been established:

Convene an annual meeting to inform parents of Title I students about our Title I responsibilities and the right of parents to be involved in the Title I program.

Offer a flexible number and schedule of meetings for Title I parents, such as meetings in the morning or evening.

Involve families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and policy documents including the School Plan for Student Achievement, the Comprehensive School Site Safety Plan, the Parental Involvement Policy, Home-School Compact and Student Handbook. Parents are invited to participate through Title I meetings; PTA, School Site Council (SSC), and MultiLingual Family Advisory Council (MLAC) meetings; Superintendent and Special Education Advisory Committees; regular "Coffees with the Principal" and ongoing family events.

Provide timely information about Title I programs through Parent Square updates, flyers and newsletters; School Annual Report Card (SARC); SSC agenda postings, SSC, MLAC, and PTA meeting minutes; and special program permission slips (intervention, field trips, counseling, etc.)

Explain the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through the Student Handbook, school and district websites, Back to School Night presentations, Coffees with Principal, report cards and parent conferences.

Encourage parents to contact the school regarding concerns or suggestions for the education of their children in Spanish or English.

Include full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

Professional Development Plan

Montalvo Elementary School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2023-24 school year, teachers at Montalvo Elementary School will focus on the following trainings:

- California Reading and Literacy Project
- New California Math Framework
- Teaching with Language Objectives
- Teaching for Biliteracy – Bridging
- Second Step Curriculum and Social Emotional Learning
- Dual Language Education (DLE) Strategies
- Professional Learning Communities (PLC's)
- Universal Design for Learning (UDL)
- Sonday Reading Intervention Program
- Special Education Individualized Education Plans

2022-23 School Accountability Report Card

Published January 2024



MONTALVO ELEMENTARY SCHOOL
2050 GRAND AVENUE, VENTURA, CA 93003
(805) 289-1872

KARIN JUST, PRINCIPAL
GRADES PREK-5

PRINCIPAL'S MESSAGE

On behalf of the Montalvo Arts Academy community, I'd like to thank you for taking an interest in our wonderful school. The purpose of this School Accountability Report Card is to provide information about instructional programs, academic achievement, materials and resources, facilities and staff. Information regarding Ventura Unified School District is also included.

At Montalvo Arts Academy we educate the 'whole child' offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today's world. Through wide exposure to the arts and/or participation in an award-winning dual language program designed to promote both English and Spanish biliteracy and biculturalism, we strive to offer a well-rounded educational experience to our students that inspires curiosity and lifelong learning.

We enjoy an experienced, collaborative staff committed to working with every child to ensure his or her success. Teachers differentiate within the classroom, work together with various specialists and involve families in helping students reach their full potential.

At Montalvo we believe in a growth mindset and work with students to internalize the relationship between hard work and progress. Our Positive Behavioral Interventions and Supports (PBIS) program "Every Montalvo Lion ROARS" promotes Responsibility, Optimism, Acceptance, Respect and Safety to develop student ownership of learning and behavior.

We are grateful for the involvement of our wonderful Montalvo families who work hard alongside us! We welcome your feedback and suggestions as we work together to offer the best possible education to our students.

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Board of Education

DR. JERRY DANNENBERG
CALVIN PETERSON
JAMES FORSYTHE
ALICIA LAVERE
SABRENA RODRIGUEZ

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



Montalvo Elementary School

Montalvo Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 386 students were enrolled, including 9.6% in special education, 14.8% qualifying for English Language Learner support, 2.6% homeless, 0.8% foster youth, and 56% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	54.1%	Kindergarten	59
Male	45.9%	Grade 1	69
Non-Binary	0.0%	Grade 2	83
American Indian or Alaskan Native	0.0%	Grade 3	48
Asian	2.1%	Grade 4	68
Black or African American	0.3%	Grade 5	59
Filipino	0.3%		
Hispanic or Latino	86.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.1%		
White	17.4%		
English Learners	14.8%		
Foster Youth	0.8%		
Homeless	2.6%		
Migrant	0.0%		
Socioeconomically Disadvantaged	56.0%		
Students with Disabilities	9.6%	Total Enrollment	386

Montalvo Elementary is a recognized School of Choice and dedicated to maintaining high academic standards while providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Serving the community's educational needs for over 110 years as a small neighborhood school, Montalvo Elementary currently offers a traditional elementary program, a dual language program, and a preschool program. Montalvo Elementary is one of three dual language programs offered in the Ventura Unified School District. Montalvo Elementary offers a 90-10 Dual Language Education (DLE) program providing instruction to students in both English and Spanish.

The Jumpstart preschool program is open to income-qualifying families seeking creative playtime and educational activities for their children ages 3-5. After school day-care is provided on Montalvo Elementary's campus by Los Posas Children's Center; fee-based services are available for students in grades K-5; the center is open from 2:15 p.m. to 6:30 p.m. five days a week.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for

students with the most significant cognitive disabilities).

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results

2022-23

Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Montalvo		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	31.03	26.79	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

PARENT INVOLVEMENT

We welcome and encourage parents to get involved with their student's learning by volunteering in a classroom, participating in a decision-making group and/or attending school events such as conferences and family nights. Parents stay informed on upcoming events and school activities through ParentSquare, monthly PTA newsletters, flyers, the school marquee, the school website, and postings in the office. Contact the school office or the PTA President at (805) 289-1872 for more information on how to become involved.

Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- PTA Events & Fundraisers
- Classroom or Event Prep from Home
- Guest Speakers and Projects

Committees

- School Site Council
- Multilingual Learner Advisory Council (MLAC)
- Superintendent's Parent Advisory Council (PAC)
- Special Education District Advisory Council (SEDAC)
- Local Control and Accountability Plan (LCAP)
- Parent Teacher Association (PTA)
- Outdoor Education Boosters

School Activities

- Back to School Night
- Title I Meetings
- Orientations - Kinder, New Student
- Coffee with the Principal
- Bike Safety Rodeo Week
- Dine Out Nights
- Field Trips
- Color Run
- Family Art Night
- Dia de los Muertos Celebration
- School of Choice Information and Tours
- Parent Conferences
- Assemblies
- Saturday Schools
- Awards Assemblies
- 100th Day of School
- Family STEM Night
- Book Fair
- Talent Show
- Dia del Niño Family Picnic

- Carnival
- Field Days
- Promotional Events

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Montalvo Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	58	56	96.55	3.45	26.79
Female	39	39	100	0	33.33
Male	19	17	89.47	10.53	11.76
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	49	47	95.92	4.08	27.66
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	25	25	100	0	16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

	Percentage of Students Meeting or Exceeding the State Standards					
	Montalvo		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	40	43	47	47	47	46
Mathematics	38	41	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	169	166	98.22	1.78	42.77	169	166	98.22	1.78	40.96
Female	97	96	98.97	1.03	45.83	97	96	98.97	1.03	34.38
Male	72	70	97.22	2.78	38.57	72	70	97.22	2.78	50
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	136	133	97.79	2.21	37.59	136	133	97.79	2.21	35.34
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	25	25	100	0	56	25	25	100	0	60
English Learners	28	28	100	0	7.14	28	28	100	0	10.71
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	72	72	100	0	30.56	72	72	100	0	29.17
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	23	23	100	0	13.04	23	23	100	0	26.09

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montalvo Elementary School's original facilities were built in 1937; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Montalvo Elementary School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restrooms
- General Cleaning and Custodial Functions

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Montalvo Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for

safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and reviewed with school staff in October 2023. A copy of the school safety plan is kept in the staff lounge for faculty members.

Campus Description	
Year Built	1937
Acreage	6.8
Bldg. Square Footage	34744
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	3
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1

Item Inspected		School Facility Good Repair Status	
		Repair Status	
Inspection Date: August 21, 2023		Good	Fair
		Poor	Repair Needed and Action Taken or Planned
Systems	✓		
Interior Surfaces		✓	Library - Excessive peeling paint at the west window frames, countertops peeling and deteriorated throughout the room; Classroom 3 - Excessive peeling paint at the east windows; Classroom 18 - Water damaged ceiling tiles at multiple locations, damaged VCT floor tile by the south door, wall surface is peeling and bubbling in multiple locations; Classroom 6 - Water damaged ceiling tiles at the south windows; Classroom 7 - Deficiency noted; Building C Boys RR - Excessive peeling paint and wall paneling on the east wall, ceiling tiles falling at the door
Cleanliness	✓		Classroom 3 - Trail of ants in the southwest corner; Admin Building Exterior - Excessive peeling paint on east side at room 3; Classroom 10 - Ants present in classroom at time of inspection; Building C Exterior - Excessive peeling paint on south side window shades; Building F Exterior - Excessive peeling paint on south fascia
Electrical	✓		Classroom 24 Exterior - Electrical LB is missing cover plate on the south side
Restrooms/Fountains	✓		Classroom 3 - Sink faucet is loose, chipped plaster above sink; Classroom 15 - Sink faucet is loose; Building A Girls RR - Left sink faucet does not function; Classroom 17 - Drinking fountain loose
Safety	✓		
Structural		✓	Teacher's Lounge - Roof leak at the east wall, damaged wall board and ceiling tiles; Classroom 5 - Roof leak by the north ceiling fan, water damaged ceiling tiles; Building A Exterior - South arcade posts at rooms 16 and 17 have dry rot at the bottom; Classroom 6 - Active roof leak at time of inspection; Classroom 24 - East floor structure is rotted and deteriorated under the whiteboard; Classroom 24 Exterior - Excessive rust on south side modular line roof beams, siding is rotted at the south wall; Playground - Paint peeling on playground structure, playground structure partially closed due to damage, holes in the fall surface of play equipment
External	✓		Building E Exterior - Contrasting stripe missing from stair nosing at all of the south stairs; K Playground - Holes in the play equipment fall surface
Overall Summary of School Facility Good Repair Status			
		Exemplary	Good
		Fair	Poor
Overall Summary			✓

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	393	81	20.6
Female	217	211	44	20.9
Male	183	182	37	20.3
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	306	303	67	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	0	0
White	71	68	8	11.8
English Learners	62	62	16	25.8
Foster Youth	--	--	--	--
Homeless	16	16	5	31.3
Socioeconomically Disadvantaged	233	230	60	26.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	11	25

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions

	Montalvo			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.74%	2.00%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00%	0.00%
Female	0.46%	0.00%
Male	3.83%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.29%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.41%	0.00%
English Learners	4.84%	0.00%
Foster Youth	0.00%	0.00%
Homeless	18.75%	0.00%
Socioeconomically Disadvantaged	3.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.55%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Campus Supervision

We place a high priority on providing a safe campus. As students arrive on campus each morning, the principal, campus safety assistants, and assigned teachers are strategically stationed at designated entrance areas and on the playground. During recess and snack, assigned teachers and campus safety assistants monitor playground activity. At lunchtime a team of campus safety assistants supervise the cafeteria and play areas. Teachers and/or campus safety assistants supervise afternoon recess and dismissal.

Montalvo Arts Academy is a closed campus. During school hours all visitors must sign in to the office and obtain a Visitor's Badge while on school grounds. We welcome volunteers! Please come to the office to complete the necessary paperwork and procedures. Once you are cleared, you will sign in and out at the office during school hours. Thank you for your cooperation in keeping our children safe.

Facilities Inspections

The district's maintenance department inspects Montalvo Elementary School on an annual basis in accordance with Education Code §17592.72(c) (1). Montalvo Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 21, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Climate for Learning

Montalvo Arts Academy makes daily efforts to provide a safe, nurturing environment for students, staff, and families by offering all members of our school community opportunities to grow in the areas of social emotional learning and cultural proficiency. We use our "Every Montalvo Lion ROARS" acronym (Responsibility, Optimism, Acceptance, Respect and Safety) to establish common language and expectations for our community. We reward students with ROAR bucks for exemplifying our ROARS, which they can spend in our ROAR store for prizes or privileges and hold Awards Assemblies each trimester.

Our Family-School Compact serves as a guide for behavioral expectations for both students and staff. Maintaining a positive attitude, demonstrating self-control, respecting diversity and treating others respectfully are behavioral goals for all. Expectations are clearly explained in all-school assemblies and in the classroom. Staff provides positive and negative consequences based on student choices and behavior. When students struggle with behavioral issues, the principal, teachers, support staff and families work together to provide additional strategies to support them such as skill-based counseling groups and opportunities for restorative justice. Every effort is made to assist our students in becoming successful and responsible citizens and successful learners.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Montalvo Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	20.0	2		
2	24.0		3	
3	21.0	1	2	
4	21.0	1	2	
5	21.0	1	2	
Other**	32.0		1	
2021-22				
K	23.0		3	
1	24.0		3	
2	27.0		2	
3	23.0		3	
4	20.0	2	1	
5	21.0	1	2	
Other**	24.0		1	
2022-23				
K	20.0	2	1	
1	23.0		3	
2	24.0		3	
3	18.0	2		
4	17.0	2	2	
5	20.0	2	1	
Other**	24.0		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.
 The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Montalvo Elementary School had the opportunity to participate in districtwide staff development training focused on:

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series		Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
		Reading/Language Arts		
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>		0%
Math				
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>		0%
Science				
2021	Yes	McGraw Hill: <i>California Inspire Science</i>		0%
Social Science				
2022	Yes	Savvas: <i>myWorld Interactive</i>		0%

- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Montalvo Arts Academy staff development activities concentrated on:

- California Reading and Literacy Project
- New California Math Framework
- Teaching with Language Objectives
- Teaching for Biliteracy - Bridging
- Second Step Curriculum and Social Emotional Learning (SEL)
- Dual Language Education (DLE) Strategies
- Professional Learning Communities (PLCs)
- Universal Design for Learning (UDL)
- Soliday Reading Intervention Program
- Special Education Individualized Education Plans

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental

professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 10, 2023, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the

CURRICULUM & INSTRUCTION

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district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

Montalvo Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Montalvo Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Counselor	1	1.0
Health Technician	1	1.0
Psychologist	1	0.3
School Nurse	1	0.2
Speech Therapists	1	0.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Montalvo Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Montalvo Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	100	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	15	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	88.24	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1	5.88	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	1	5.88	43.2	6.6	15831.9	5.67
Total Teaching Positions	17	100	654.7	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Montalvo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,598	N/A	N/A	N/A	N/A
Restricted (Supplemental)	713	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,885	6,550	105.1%	7,607	86.1%
Average Teacher Salary	77,476	79,491	N/A	90,632	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplemental Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Montalvo Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

School Site Council Bylaws

**Montalvo School
School Site Council
Bylaws****Article I****Name of the Council**

The Ventura Unified School District has established the Montalvo School/Montalvo Arts Academy School Site Council, hereinafter referred to as the SSC.

Article II**Role of the Council**

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related funding sources. The School Site Council has responsibility of these duties:

- Analyzing and evaluating the academic achievement of all students in the school
- Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the School's Single Plan for Student Achievement
- Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations
- Recommending the school plan including related budget expenditures to the local governing board
- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed
- Participating in all local, state, and federal reviews of the school's program for compliance and quality
- Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
- Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council
- Carrying out all other duties assigned to the council by the district governing board and by state or federal law

Article III - Members**Section 1: Size and Composition**

The council will be composed of a minimum of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- classroom teachers
- other school staff member
- student
- Principal

The remaining half on the council shall be:

- Parents or community members, selected by parents at the school

Section 2: Term of Office

All members of the council shall serve for a term of 2 years.

However, in order to achieve staggered membership, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

Section 3: Selection/Election of Members

Elections of council members shall be held each year in September.

Annually, the School Site Council will establish an Election Committee composed of 3 people: a teacher, other school personnel, and parent to oversee the election of council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees on the basis of the nominating procedure, to unseal and count the ballots, and to declare elected representatives on the basis of the election procedure.

Section 4: Voting Rights

Each member of the council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.

An alternative representative may not cast a vote in the absence of the selected member. The role of an alternative is for information collection only.

Section 5: Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected.

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings.

The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel members.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group (either staff or parent).
- An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)
- Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.

ARTICLE IV- OFFICERS

Section 1: Officers

The officers of the Council shall include a chairperson (2nd term member), vice-chairperson (preferred 2nd term member), secretary, and any other officers the Council shall deem as desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the Council, except the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term.

A vacancy in any office shall be filled by a special election of the Council.

This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- Preside at all meetings of the Council
- Sign all letters, reports, and other communications of the Council
- Provide all notices in accordance with the provisions of these bylaws

- Perform all duties incident to the office of the chairperson.

The vice-chairperson shall:

- Represent the chairperson or council in assigned duties.
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the Council
- Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings
- Serve as custodian of the School Site Council records
- Maintain a register of the SSC members' email addresses and phone numbers
- Perform all duties incident to the office of secretary
- Perform such duties that are assigned by the chairperson or the council

Article V- Meetings of the School Site Council**Section 1: Meetings**

The Council shall hold its regular meetings, a minimum of 6 times during the school year. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

Section 3: Notice of Meetings

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the council or committee members present, by unanimous vote, to find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 5 days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings schedules through:

- Inclusion in school communications (e.g., bulletins, newsletters, monthly school calendar)
- Posted (school Bulletin Board near office, cafeteria, and Kindergarten wing)

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaption thereof approved by the Council.

Section 6: Meetings Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment and will include a 2 minute per topic time limit. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available on request.

Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 [Commencing with Section 6250] of Division 7 of Title 1).

Section 7: Communication with the Local Board of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.

Section 8: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

Article VI- Bylaw Amendments

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.