School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monterey Park Elementary School	27-66142-6026587	May 28, 2024	June 18, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

Monterey Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

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

Plan Description

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

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

- Schoolwide Program

  Monterey Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

Monterey Park Elementary will meet ESSA requirements in alignment with the LCAP and other federal, state and local programs by providing all students significant opportunities to receive a fair, equitable and high quality education to close the achievement gap.

Educational Partner Involvement

How, when, and with whom did Monterey Park Elementary 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

Our district took great care to ensure there were ample opportunities for all Educational Parents to have a voice and provide input on the use of funds. This School Achievement was developed in collaboration with Educational Partners and with input from the following groups: School Site Council (SSC), English Learner Advisory Committee (ELAC), Certificated and Classified staff, including members of the Leadership Team and School Administration.

Below is a description of each of the Educational Partners that were involved in the planning process:
School Site Council (SSC)
English Learner Advisory Committee (ELAC)
Certificated Staff
Classified Staff
Leadership Team
School Administration

Additional information was collected via Parent, Staff needs and input surveys, Panorama Parent Surveys and needs reflected in our academic data.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CA Dashboard - State indicator for which overall performance was in the "Red" or "Orange" performance:

Red performance in English Language Arts for the following student groups: All Students, English Learners, Students with Disabilities, Homeless

Red performance in Mathematics for the following student groups: English Learners, Students with Disabilities

Orange performance in English Language Arts for the following student groups: All Students, Hispanic, Socioeconomically Disadvantaged

Orange performance in Mathematics for the following student groups: All Students

Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities, White student group

Red performance in Suspension for the following student groups: English Learners

Orange performance in Suspension for the following student groups:All Students, Hispanic, Socioeconomically Disadvantage, Students with Disabilities, Homless

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

On the California School Dashboard the English Learners, Homeless and Students with Disabilities are red. Steps to address needs include: Identifying the students and their specific needs, providing teachers with strategies and professional development, parent support and training, and behavior management strategies.

Other Needs

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

Monitor progress and increase performance on the following local assessments: BPST, BMST, STAR Reading, STAR Math, Early Literacy STAR, Eureka Math

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.58%	0.38%		3	2
African American	%	0.77%	0.57%		4	3
Asian	%	0.19%	0.19%		1	1
Filipino	%	0.97%	0.76%		5	4
Hispanic/Latino	%	85.3%	84.69%		441	448
Pacific Islander	%	0.19%	%		1	
White	%	8.12%	8.88%		42	47
Multiple/No Response	%	3.09%	3.59%		16	19
			Total Enrollment		517	529

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		78	69
Grade 1		62	62
Grade 2		57	67
Grade3		73	55
Grade 4		86	85
Grade 5		71	93
Grade 6		90	74
Total Enrollment		517	529

Conclusions based on this data:

1. Kindergarten enrollment is increasing. Is this due to our Transitional Kindergarten?
2. Our overall enrollment is increasing even as enrollment is declining overall in the district. Do we have adequate facilities to accommodate the increase?
3. We continue to be predominately Hispanic, but have other ethnicities represented.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	175	156	159	31.60%	33.2%	30.1%
Fluent English Proficient (FEP)	62	63	58	13.90%	11.8%	11.0%
Reclassified Fluent English Proficient (RFEP)				9.9%		

Conclusions based on this data:

1. Monterey Park school will continue to support English Learners with both Integrated and designated English Language Development
2. Parents of English Learners will be provided with opportunities to participate in their child's education and will also be given opportunities for adult learning in order to support their children's academic success.
3. FEP and RFEP students will continue to be monitored to ensure continued success in school. Intervention will be provided to those needing additional support.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	86	76	0	83	76	0	83	76	0.0	96.5	100.0
Grade 4	89	75	86	0	75	86	0	75	86	0.0	100.0	100.0
Grade 5	72	90	71	0	87	71	0	87	71	0.0	96.7	100.0
Grade 6	91	64	86	0	63	86	0	63	86	0.0	98.4	100.0
All Grades	330	315	319	0	308	319	0	308	319	0.0	97.8	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.	2371.		10.84	11.84		15.66	15.79		18.07	25.00		55.42	47.37
Grade 4		2393.	2406.		8.00	5.81		16.00	16.28		14.67	22.09		61.33	55.81
Grade 5		2442.	2445.		12.64	8.45		11.49	21.13		24.14	26.76		51.72	43.66
Grade 6		2480.	2460.		7.94	9.30		17.46	18.60		39.68	23.26		34.92	48.84
All Grades	N/A	N/A	N/A		10.06	8.78		14.94	17.87		23.38	24.14		51.62	49.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43	10.53		55.42	55.26		36.14	34.21
Grade 4		6.67	5.81		53.33	60.47		40.00	33.72
Grade 5		6.90	8.45		63.22	59.15		29.89	32.39
Grade 6		9.52	11.63		53.97	43.02		36.51	45.35
All Grades		7.79	9.09		56.82	54.23		35.39	36.68

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.05	5.26		38.55	48.68		49.40	46.05
Grade 4		2.67	5.81		40.00	47.67		57.33	46.51
Grade 5		8.05	9.86		43.68	54.93		48.28	35.21
Grade 6		4.76	4.65		50.79	43.02		44.44	52.33
All Grades		7.14	6.27		42.86	48.28		50.00	45.45

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.82	6.58		72.29	68.42		22.89	25.00
Grade 4		5.33	2.33		72.00	67.44		22.67	30.23
Grade 5		11.49	5.63		58.62	66.20		29.89	28.17
Grade 6		1.59	9.30		79.37	60.47		19.05	30.23
All Grades		6.17	5.96		69.81	65.52		24.03	28.53

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43	9.21		54.22	59.21		37.35	31.58
Grade 4		5.33	5.81		61.33	70.93		33.33	23.26
Grade 5		13.79	11.27		62.07	57.75		24.14	30.99
Grade 6		9.52	10.47		73.02	47.67		17.46	41.86
All Grades		9.42	9.09		62.01	58.93		28.57	31.97

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Conclusions based on this data:

1. Monterey Park school will identify students needing extra support and will provide students with needed interventions and remediation programs.
2. Monterey Park school will develop assessment systems to monitor student progress throughout the year.
3. Monterey Park school will continue to provide instruction, with differentiation, in English Language Arts, using the adopted curriculum. Professional development will be offered to teachers to strengthen their skills in these areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	85	76	0	83	76	0	83	76	0.0	97.6	100.0
Grade 4	89	75	86	0	75	86	0	75	86	0.0	100.0	100.0
Grade 5	72	90	71	0	88	71	0	88	71	0.0	97.8	100.0
Grade 6	91	64	86	0	64	86	0	64	86	0.0	100.0	100.0
All Grades	330	314	319	0	310	319	0	310	319	0.0	98.7	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2377.	2393.		8.43	10.53		24.10	22.37		24.10	21.05		43.37	46.05
Grade 4		2405.	2425.		4.00	8.14		13.33	19.77		38.67	31.40		44.00	40.70
Grade 5		2437.	2442.		9.09	5.63		12.50	9.86		17.05	33.80		61.36	50.70
Grade 6		2478.	2459.		9.38	11.63		17.19	8.14		26.56	31.40		46.88	48.84
All Grades	N/A	N/A	N/A		7.74	9.09		16.77	15.05		26.13	29.47		49.35	46.39

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.25	15.79		37.35	40.79		49.40	43.42
Grade 4		6.67	10.47		48.00	47.67		45.33	41.86
Grade 5		11.36	5.63		34.09	47.89		54.55	46.48
Grade 6		9.38	11.63		43.75	40.70		46.88	47.67
All Grades		10.32	10.97		40.32	44.20		49.35	44.83

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.05	18.42		39.76	40.79		48.19	40.79
Grade 4		4.00	11.63		40.00	47.67		56.00	40.70
Grade 5		9.09	9.86		42.05	36.62		48.86	53.52
Grade 6		6.25	4.65		48.44	54.65		45.31	40.70
All Grades		8.06	10.97		42.26	45.45		49.68	43.57

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43	10.53		60.24	60.53		31.33	28.95
Grade 4		8.00	8.14		56.00	55.81		36.00	36.05
Grade 5		3.41	4.23		50.00	66.20		46.59	29.58
Grade 6		6.25	8.14		65.63	58.14		28.13	33.72
All Grades		6.45	7.84		57.42	59.87		36.13	32.29

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Conclusions based on this data:

1. Monterey Park school will identify students needing additional support in mathematics and will provide extended learning opportunities as well as differentiated instruction in the classroom.
2. Monterey Park will continue to support students in mathematics by continuously monitoring student progress through local measures and adjust instruction as needed.
3. Monterey Park school will continue to provide instruction, with differentiation, in English Language Arts, using the adopted curriculum. Professional development will be offered to teachers to strengthen their skills in these areas.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1392.0	1453.5	1430.0	1406.0	1463.3	1442.4	1358.8	1430.5	1400.7	21	19	21
1	1452.4	1373.9	1431.6	1469.0	1436.0	1462.6	1435.0	1311.1	1400.0	24	14	20
2	1453.3	1484.4	1442.8	1473.6	1497.9	1467.3	1432.7	1470.4	1417.8	27	25	13
3	1448.6	1487.5	1483.1	1445.1	1498.5	1487.8	1451.7	1476.1	1478.1	24	26	17
4	1497.4	1493.5	1508.1	1510.0	1503.8	1535.7	1484.3	1482.6	1479.8	30	30	24
5	1525.7	1520.7	1517.2	1533.1	1518.7	1530.9	1517.8	1522.0	1503.1	23	32	21
6	1505.9	1543.7	1514.2	1518.0	1543.9	1516.7	1493.1	1543.1	1511.3	21	19	30
All Grades										170	165	146

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Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	36.84	14.29	9.52	36.84	33.33	42.86	15.79	28.57	28.57	10.53	23.81	21	19	21
1	13.64	0.00	10.00	36.36	21.43	30.00	22.73	7.14	25.00	27.27	71.43	35.00	22	14	20
2	11.11	24.00	7.69	33.33	36.00	7.69	37.04	24.00	46.15	18.52	16.00	38.46	27	25	13
3	0.00	19.23	5.88	16.67	34.62	35.29	58.33	26.92	52.94	25.00	19.23	5.88	24	26	17
4	13.33	16.67	25.00	30.00	30.00	33.33	46.67	26.67	25.00	10.00	26.67	16.67	30	30	24
5	21.74	25.00	19.05	34.78	37.50	33.33	30.43	18.75	33.33	13.04	18.75	14.29	23	32	21
6	14.29	31.58	10.00	28.57	42.11	40.00	28.57	15.79	30.00	28.57	10.53	20.00	21	19	30
All Grades	13.10	22.42	13.70	27.38	34.55	32.19	38.69	20.61	32.88	20.83	22.42	21.23	168	165	146

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	42.11	23.81	19.05	36.84	28.57	38.10	10.53	23.81	23.81	10.53	23.81	21	19	21
1	31.82	14.29	55.00	36.36	28.57	5.00	22.73	35.71	20.00	9.09	21.43	20.00	22	14	20
2	29.63	32.00	23.08	40.74	40.00	23.08	18.52	24.00	23.08	11.11	4.00	30.77	27	25	13
3	8.33	30.77	29.41	45.83	53.85	52.94	16.67	3.85	11.76	29.17	11.54	5.88	24	26	17
4	43.33	36.67	66.67	36.67	30.00	16.67	16.67	13.33	4.17	3.33	20.00	12.50	30	30	24
5	43.48	43.75	57.14	39.13	37.50	28.57	13.04	6.25	4.76	4.35	12.50	9.52	23	32	21
6	28.57	63.16	30.00	42.86	26.32	46.67	9.52	5.26	13.33	19.05	5.26	10.00	21	19	30
All Grades	29.76	38.18	41.78	37.50	36.97	29.45	19.05	12.73	13.70	13.69	12.12	15.07	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	15.79	14.29	9.52	21.05	9.52	23.81	52.63	38.10	57.14	10.53	38.10	21	19	21
1	9.09	0.00	0.00	27.27	7.14	20.00	18.18	14.29	10.00	45.45	78.57	70.00	22	14	20
2	3.70	8.00	7.69	25.93	28.00	7.69	29.63	40.00	15.38	40.74	24.00	69.23	27	25	13
3	0.00	3.85	5.88	8.33	23.08	5.88	41.67	38.46	47.06	50.00	34.62	41.18	24	26	17
4	3.33	6.67	0.00	16.67	10.00	20.83	26.67	40.00	37.50	53.33	43.33	41.67	30	30	24
5	4.35	3.13	9.52	17.39	31.25	14.29	47.83	40.63	28.57	30.43	25.00	47.62	23	32	21
6	0.00	10.53	3.33	19.05	42.11	13.33	23.81	26.32	43.33	57.14	21.05	40.00	21	19	30
All Grades	4.17	6.67	5.48	17.86	23.64	13.70	30.36	37.58	32.88	47.62	32.12	47.95	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	42.11	14.29	66.67	52.63	66.67	19.05	5.26	19.05	21	19	21
1	40.91	0.00	55.00	45.45	85.71	30.00	13.64	14.29	15.00	22	14	20
2	33.33	24.00	23.08	55.56	72.00	53.85	11.11	4.00	23.08	27	25	13
3	25.00	26.92	5.88	50.00	50.00	82.35	25.00	23.08	11.76	24	26	17
4	26.67	26.67	33.33	56.67	50.00	54.17	16.67	23.33	12.50	30	30	24
5	30.43	6.25	33.33	56.52	75.00	42.86	13.04	18.75	23.81	23	32	21
6	28.57	5.26	3.33	28.57	89.47	76.67	42.86	5.26	20.00	21	19	30
All Grades	28.57	19.39	23.29	51.79	66.06	58.90	19.64	14.55	17.81	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	52.63	33.33	42.86	36.84	38.10	33.33	10.53	28.57	21	19	21
1	40.91	28.57	50.00	45.45	35.71	25.00	13.64	35.71	25.00	22	14	20
2	29.63	48.00	38.46	62.96	48.00	38.46	7.41	4.00	23.08	27	25	13
3	25.00	69.23	41.18	41.67	19.23	47.06	33.33	11.54	11.76	24	26	17
4	66.67	50.00	75.00	30.00	23.33	16.67	3.33	26.67	8.33	30	30	24
5	78.26	75.00	80.95	17.39	9.38	4.76	4.35	15.63	14.29	23	32	21
6	66.67	84.21	60.00	14.29	10.53	30.00	19.05	5.26	10.00	21	19	30
All Grades	47.62	60.00	56.16	36.90	24.85	27.40	15.48	15.15	16.44	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	15.79	14.29	47.62	78.95	71.43	42.86	5.26	14.29	21	19	21
1	22.73	7.14	15.00	31.82	14.29	15.00	45.45	78.57	70.00	22	14	20
2	11.11	8.00	15.38	51.85	76.00	23.08	37.04	16.00	61.54	27	25	13
3	0.00	0.00	0.00	33.33	46.15	52.94	66.67	53.85	47.06	24	26	17
4	3.33	6.67	0.00	40.00	46.67	37.50	56.67	46.67	62.50	30	30	24
5	8.70	6.25	9.52	60.87	56.25	33.33	30.43	37.50	57.14	23	32	21
6	4.76	10.53	3.33	23.81	47.37	40.00	71.43	42.11	56.67	21	19	30
All Grades	8.33	7.27	7.53	41.67	53.94	39.73	50.00	38.79	52.74	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	26.32	19.05	23.81	47.37	23.81	57.14	26.32	57.14	21	19	21
1	9.09	0.00	0.00	54.55	28.57	55.00	36.36	71.43	45.00	22	14	20
2	3.70	8.00	7.69	59.26	64.00	38.46	37.04	28.00	53.85	27	25	13
3	0.00	11.54	17.65	62.50	61.54	64.71	37.50	26.92	17.65	24	26	17
4	3.33	6.67	25.00	70.00	53.33	41.67	26.67	40.00	33.33	30	30	24
5	4.35	34.38	14.29	78.26	46.88	57.14	17.39	18.75	28.57	23	32	21
6	0.00	36.84	13.33	61.90	57.89	66.67	38.10	5.26	20.00	21	19	30
All Grades	5.36	18.18	14.38	59.52	52.73	50.68	35.12	29.09	34.93	168	165	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Monterey Park School will continue providing EL students with a designated English Language Development period as well as integrating English Language Development into the core instruction.
2. Monterey Park teachers will monitor EL students and provide differentiated instruction, as appropriate.
3. El students will be given opportunities to participate in extended learning opportunities at school.

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
517	**73.7**	**30.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Monterey Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	156	30.2
Foster Youth		
Homeless	170	32.9
Socioeconomically Disadvantaged	381	73.7
Students with Disabilities	73	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
American Indian	3	0.6
Asian	1	0.2
Filipino	5	1
Hispanic	441	85.3
Two or More Races	16	3.1
Pacific Islander	1	0.2
White	42	8.1

Conclusions based on this data:

1. We clarified with the SSC team that the homeless numbers include multi-generational families that choose to live together. We want to target support those who are truly mobile or without a permanent residence.
2. We have large number of English Language learners who live outside the area (are bussed in). How do we reach out more to include them in supplemental activities.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We will focus on our efforts on reaching students to reduce chronic absenteeism. We have used the parent coordinator and the typist clerk to reach out to our chronically absent students and families.
2. After school programs targeted mathematics.

School and Student Performance Data

Academic Performance

English Language Arts

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Red	 No Performance Color
64.6 points below standard	102.6 points below standard	0 Students
Maintained -2.8 points	Decreased Significantly -24.3 points	
302 Students	118 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Red	 Red
74 points below standard	71.9 points below standard	161.9 points below standard
Decreased Significantly -21.5 points	Maintained -1.5 points	Decreased Significantly -17.9 points
92 Students	232 Students	61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 69.6 points below standard Maintained -2.4 points 264 Students	Less than 11 Students 7 Students	No Performance Color 0 Students	29.4 points below standard Increased +12.5 points 22 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
138 points below standard Decreased Significantly -20.2 points 89 Students	5.9 points above standard Decreased -12.9 points 29 Students	49.5 points below standard Increased +4 points 162 Students

Conclusions based on this data:

1. Our students with disabilities increased 13% even though it is still in the orange. We think it is because we use inclusion practices.

School and Student Performance Data

Academic Performance

Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Red	No Performance Color
70 points below standard	105.6 points below standard	0 Students
Maintained +2.7 points	Decreased -14.8 points	
302 Students	118 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Yellow	Yellow	Red
73.1 points below standard	78.5 points below standard	180.7 points below standard
Increased +8.1 points	Increased +3.6 points	Decreased -12.3 points
92 Students	232 Students	61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 75.5 points below standard Increased +3.4 points 264 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	15.8 points below standard Maintained +2.9 points 22 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
137 points below standard Decreased -7 points 89 Students	9.2 points below standard Decreased -13.4 points 29 Students	54.5 points below standard Increased +7.7 points 162 Students

Conclusions based on this data:

1. Our math scores have decreased as it did with the entire district. Our leadership team is focusing on math for a problem of practice.
2. May need to allocate aide time or K intervention time to work with all students on foundational skills.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
43.1% making progress towards English language proficiency
Number of EL Students: 123 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
28	42	5	48

Conclusions based on this data:

1. We will encourage teachers to use Imagine Learning to move students from the beginning stages to a higher level
2. Staff will make an effort to increase ELPAC understanding prior to testing.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	 No Performance Color
34.7% Chronically Absent	30.6% Chronically Absent	0 Students
Declined Significantly -12.1	Declined Significantly -17.2	
547 Students	170 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
35.5% Chronically Absent	37.3% Chronically Absent	42.7% Chronically Absent
Declined Significantly -14.9	Declined Significantly -13.6	Declined -14
183 Students	416 Students	82 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 35.6% Chronically Absent Declined Significantly -12.9 469 Students	35% Chronically Absent Increased 7.2 20 Students	Less than 11 Students 1 Student	 Orange 20.9% Chronically Absent Declined -10.9 43 Students

Conclusions based on this data:

1. Homeless window is too large, we should provide better support to those in shelters.
2. We will focus on our efforts on reaching students to reduce chronic absenteeism. We have used the parent coordinator and the typist clerk to reach out to our chronically absent students and families.

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
3.1% suspended at least one day	4.1% suspended at least one day	0 Students
Increased 2	Increased Significantly 3.5	
556 Students	172 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Orange	 Orange
2.6% suspended at least one day	3.3% suspended at least one day	1.2% suspended at least one day
Increased 1.1	Increased 2	Increased 1.2
190 Students	425 Students	84 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 3.1% suspended at least one day Increased 1.9 477 Students	0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 44 Students

Conclusions based on this data:

1. Improved our Tier 1 and Tier 2/3 implementation and support leads to better suspension data.
2. Schools should not be penalized for doing their job when a suspension is required.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Fostering Inclusive Academic Excellence
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

Identified Need

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

Monterey Park School showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
SBAC ELA - English Learners: 83.70% Standard Not Met (Level 1)
SBAC ELA - Students with Disabilities: 88.52% Standard Not Met (Level 1)
SBAC ELA - Homeless: 83.70% Standard Not Met (Level 1)

Monterey Park showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
SBAC Mathematics - English Learners: 76.09% Standard Not Met (Level 1)
SBAC Mathematics - Students with Disabilities: 91.80% Standard Not Met (Level 1)

Monterey Park showed a increase in suspension rate for the following student groups:
English Learners:

Monterey Park showed a decline in the percentage of EL's making progress toward English Language proficiency: 15.3% declined, and 39.8% of EL's progressed one ELPI level

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
BPST/Fluency/Star Screener Data in grades K-2	Typically about 20% of our population is on grade level for ELA skills/standards at first measurement.	Goal will be for all students to show growth, and ideally at least 60% will be at/above grade level targets by T3.
SBAC ELA - English Learners	83.70% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Students with Disabilities	88.52% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Homeless	83.70% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - English Learners	76.09% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - Students with Disabilities	91.80% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Suspension - English Learners:		
EL Progress Indicator - English Learners	39.8% of EL's progressed one ELPI level	Increase the percentage of EL's who progress one ELPI level by 3-7%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Priority 4 Provide strategic interventions through classified staff(para-educators) to work with all targeted students in primary and upper grade classes as needed.	All students and targeted groups such as ELs, homeless and foster, etc.	10,067. LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries 2000-2999 Classified Personnel Salaries to support TK-6th classes and ELs
1.2	Priority 8 Coordinate Response to Intervention, Coordination of Student Services and Multi-Tiered Systems of Support (MTSS) meetings to facilitate an early warning system to indicate pupil performance and success plan, monitor, and evaluate interventions. Include teachers on team to collaborate regarding academic program and interventions. Provide extended learning opportunities to motivate attendance and increase student academic achievement.	All students and targeted groups such as ELs, Homeless, Foster, etc.	2000. LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries 1000-1999 Certificated Personnel Salaries Substitute time to release teachers to attend meetings 2000. LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries 1000-1999 Certificated Personnel Salaries Hourly pay to attend meetings/collaborations
1.3	Provide supplemental instructional supplies to enhance all programs	All students and targeted groups such as ELs, Homeless, Foster, etc.	6,296. LCFF-Concentration/Supplemental

			4000-4999: Books And Supplies Books and Supplies 8854 Title I Part A: Allocation 4000-4999: Books And Supplies materials
1.4	Utilize consultants and outside vendors to provide extended learning opportunities to increase student achievement.	All students and targeted groups such as ELs, Homeless, Foster, etc.	8500 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures 5800 Professional/Consulting Services and operating expenditures; create partnerships with vendors to provide extended learning opportunities. 8000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 5800 Professional/Consulting Services and operating expenditures; create partnerships with vendors to provide extended learning opportunities.
1.5	Provide professional development opportunities that increase teacher efficacy to improve student achievement	All students and targeted groups such as ELs, Homeless, Foster, etc.	5000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 5000-5999 Services and other operating expenditures Registration fees and travel expenses 5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1000-1999 Certificated Personnel Salaries Substitute costs to release teachers for PD 4000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures 5000-5999 Services and other operating expenditures Registration fees and travel expenses 4000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			1000-1999 Certificated Personnel Salaries Substitute costs to release teachers for PD 3000 Title I Part A: Allocation 4000-4999: Books And Supplies Classroom/library books 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000-4999 Purchase books and materials referenced at PD to improve teacher efficacy 1000 Title I Part A: Allocation 4000-4999: Books And Supplies 4000-4999 Purchase class sets of books for reading,
1.6	Use software and licenses for individualized adaptive instruction to increase student achievement	All students and targeted groups such as ELs, Homeless, Foster, etc.	4000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures 5000-5999 Software licenses and software 5000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 5000-5999 Software licenses and materials
1.7	Purchase additional technology as needed to support student instruction	All students and targeted groups such as ELs, Homeless, Foster, etc.	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000-4999
1.8	Extended Library time for after school homework assistance	All students and targeted groups such as ELs, Homeless, Foster, etc.	3869 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries 2000-2999 Classified salary Librarian Tech
1.9	Before/after school intervention programs	EL Students, Homeless, SWD	20000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries After school programs 3000 Title I Part A: Allocation 4000-4999: Books And Supplies

			Material for after school programs, paper, pencils, books
1.10	Subscriptions to educational academic literature, such as scholastic news	All students	3500 Title I Part A: Allocation 4000-4999: Books And Supplies Subscriptions

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Intervention groups, data talks

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

2023-24 Challenges:

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.

Goal changes:

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Safe, Positive, and Well-Resourced Schools
We will ensure that all students will benefit from a safe, inclusive, nurturing, and well maintained environment that prepares them to be respectful, compassionate and empathetic global citizens.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

Identified Need

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

New Covid protocols require more supervisors, supplies and employee time to keep students healthy and to communicate with parents. Also, there are more students entering school who have not had structure or procedures and require more behavioral and emotional support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR Data	Few referrals last year due to environment	Expect to keep ODRs below 15% of the school population with limited suspensions.
Climate/Culture/Safety Surveys	80-90% reported safe school environment	85% or higher will report feeling safe at school

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide materials and supplies to enhance campus safety	All students and targeted groups such as ELs,	3000

		Homeless and Foster, etc.	LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000-4999 Purchase vests, jackets, etc to increase visibility of supervisors; Purchase t-shirts, vest, jackets to support student leadership 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000-4999 Signage, radios, locks, etc to secure campus and alert visitors of protocols
2.2	Provide equipment to encourage cooperative play and safety	All students and targeted groups such as ELs, Homeless and Foster, etc.	3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000-4999 Books and Supplies Purchase recess and P.E. equipment, and storage systems 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies PE equipment, storage shed 2000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures School Murals
2.3	Build capacity of teachers to reduce bullying through classroom meetings	All students and targeted groups such as ELs, Homeless and Foster, etc.	750 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures
2.4	Build capacity of our student leadership teams and clubs to establish a positive and engaging environment	All students, and targeted groups such as ELs, Homeless and Foster	4390. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies materials needed for lunch rallies, assemblies and student store, Student folders, cones, pencils, erasers, etc. Posters, Paints, markers, etc. Shirts, hoodie, aprons, and other gear
2.5	Create a more inviting and safe space for children in order to improve our environment and overall	All Students	4500.00

	climate which will in turn increase attendance (upgrade and modernize our environment, paint, mural, incentives and materials, etc.)		LCFF-Concentration/Supplemental Incentives for attendance
2.6	Implement a Check in Check out system with our English Learner population and provide student incentives	All students with a focus on English Learners	1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials, incentives
2.7	Maintain a safe and secure campus by providing walkie-talkies.		5000. LCFF-Concentration/Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Decreased suspension rate
Decreased chronic absenteeism rate
Participation and input on school safety
Integrated safety topics into staff meetings, site safety meetings

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

2023-24 Challenges:
We need additional staff for student supervision

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.

Goal changes:
Safety goal will be updated
Added additional staff for the upper grade recesses
Safety vests were purchased for all teachers and Campus Supervisors

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Cultivate Quality Staff to Provide Excellent Service
We will recruit and retain high-quality staff and provide ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

Identified Need

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

The need is to have more staff members (certificated and classified participated in PD opportunities, specifically in ELD. Additional needs include differentiation PD according to the specific needs of staff members.
Small group interventions
Differentiated Instruction

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance logs/Participation log in conferences/workshops		80% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Hire subs to release teachers to work with PBIS, MTSS and Academic Coaches	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1500.00 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries

			Substitute teachers
3.2	Provide opportunities for teachers and admin to attend offsite, virtual and physical workshops, trainings and conferences to improve student achievement, motivation, engagement and SEL skills.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3500.00 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Registration 3000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences, PD 1000 Title I Part A: Allocation None Specified Materials and supplies for conferences
3.3	Provide classroom incentives such as technology, classroom materials and supplies, to motivate teachers to participate in PD opportunities.		2500. LCFF-Concentration/Supplemental
3.4	Survey all staff to get feedback on PD that is needed.		
3.5	PD for classified staff around student supervision and student behavior management strategies and professional behavior in the workplace.		500.00 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Registration, contracts
3.6	Technology Communication/etiquette		
3.7	Provide the leadership team with opportunities to collaborate		250.00 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Collaboration, Substitute teacher,
3.8	Materials and supplies for site based PD		1000.00 Title I Part A: Allocation 4000-4999: Books And Supplies PD books, agendas, etc
3.9	Educational subscriptions/services		1500.00 Title I Part A: Allocation 4000-4999: Books And Supplies
3.10	Collaboration, Planning and Reflection: Collaboration among staff members through reg		Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute teachers, collaboration
3.11	Recognize and Rewards: recognize and celebrate staff members who demonstrate excellence in their		500.00

	work-strategies and student outcomes. This can include rewards, certificates, shout outs, kudos and other forms of recognition.		LCFF-Concentration/Supplemental 4000-4999: Books And Supplies mateials
3.12	Shared Vision and Core Values: Development and communicate a shared vision and core values that guide the work of the community. Ensure that staff members understand and alignment with the mission, vision and vaules.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Collaboration with grade level release
Brining in PD for all classified and certificated staff

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

2023-24 Challenges:
Hard to fill positions dues to staff shortages
After school positions where a challenge to fill.

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.

Goal changes: The goal will change and include:

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enhance Belonging and Strengthen Home, School, and Community Partnerships
We will expand our parent and community involvement/partnerships to ensure a sense of belonging for all Monterey Park students and families to nurture the whole child in their learning experience.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

Identified Need

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

The parent response rate on the Parent Survey is low and indicates that we need to increase parent participation on the survey.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation-In the past year, how often have you helped out at your child's school?	The parent response rate is 109 out of 525 families.	We will increase our parent participation in the survey by 10%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Advertise meetings and events in multiple ways	All students, and targeted groups such as ELs, Homeless, Foster, etc.	2000. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Paper for copies

			10000. LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Copier Maintenance agreements
4.2	Provide Childcare for meetings/events	ELs, Homeless, Foster, etc.	200 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Provide Childcare
4.3	Provide engaging topics to attract parent interest	All students, and targeted groups such as ELs, Homeless, Foster, etc.	2000. LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Extended hourly pay to prepare and present at meeting/events 500 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Light refreshments, raffle prizes, materials for parents 1000. LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Family workshops re ELA and Math academic supports for students 100. Title I Part A: Allocation 4000-4999: Books And Supplies materials for students 100 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Family workshops re ELA and Math academic supports for students 500. Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Conference, Workshops and Training events
4.4	Provide a Family Math Night	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1000. LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures

4.5	Provide engaging assemblies, events, field trips, etc. to motivate a shared sense of belonging and increased attendance	All students and targeted groups such as ELs, Homeless, Foster, etc.	1500. LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracts with presenter for assemblies and parent meetings 1500. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Engaging manipulatives for theme days/events 7000. LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Buses, admission fees for field trips 200. Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Expenditures, additional bus costs
4.6	Provide professional development	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3000. LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Registration fees and expenses 1000. LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire subs as needed 500. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies
4.7	Provide interpretation at conferences, events	ELs	902. Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Pay PC or other interpreter hourly rate 500 LCFF-Concentration/Supplemental

			2000-2999: Classified Personnel Salaries Pay PC or other interpreter hourly rate
4.8	Extended clerical time to support parent outreach and extend office hours prior to official school start date	All students and targeted groups such as ELs, Homeless, Foster, etc.	4000. LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Hourly pay for office staff
4.9	Develop and plan a Parent Passport program	All students and targeted groups such as ELs, Homeless, Foster, etc.	500. Title I Part A: Allocation 4000-4999: Books And Supplies
4.10	Provide T-shirts, incentives and materials to promote parent participation		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Developed an ELAC committee, calendared parent events at the beginning of the year. Increased parent participation by strategically finding the best time for families.

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

2023-24 Challenges:
Areas of growth-SSC and ELAC participation

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.

Goal changes: Will the goal stay the same to increase parent engagement

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$75356
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$194,978.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$73,754.00
Title I Part A: Parent Involvement	$1,602.00

Subtotal of additional federal funds included for this school: $75,356.00

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 ($)
LCFF-Concentration/Supplemental	$119,622.00

Subtotal of state or local funds included for this school: $119,622.00

Total of federal, state, and/or local funds for this school: $194,978.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	73,754	0.00
Title I Part A: Parent Involvement	1,602	0.00
LCFF-Concentration/Supplemental	119,622	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	119,622.00
Title I Part A: Allocation	73,754.00
Title I Part A: Parent Involvement	1,602.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,500.00
1000-1999: Certificated Personnel Salaries	38,750.00
2000-2999: Classified Personnel Salaries	19,538.00
4000-4999: Books And Supplies	56,140.00
5000-5999: Services And Other Operating Expenditures	42,300.00
5800: Professional/Consulting Services And Operating Expenditures	25,250.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Concentration/Supplemental	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	9,750.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	18,436.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	33,686.00

5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	31,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	14,250.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	29,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,454.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	11,000.00
None Specified	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,102.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,086.00
Goal 2	27,640.00
Goal 3	15,250.00
Goal 4	38,002.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Sherry Villaneda	Principal
Victoria Moreno	Parent or Community Member
Monica Prader	Classroom Teacher
Nicholas Rodrigues	Parent or Community Member
Michelle Rivas	Parent or Community Member
Stefanie Burgess	Classroom Teacher
Andrea Tocci	Classroom Teacher
Victoria Moreno	Parent or Community Member
Michelle Lawrence	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/24.

Attested:



Principal, Sherry Villaneda on 5/28/24



SSC Chairperson, Nick Rodrigues on 5/28/24