



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Middle School	CA		

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on the Dashboard, Monte Vista has been identified for ATSI support for Students with Disabilities. This will be addressed through classroom instruction, including co-taught classes, tutoring, and intervention focused on depth of

knowledge and instructional strategies that increase participation, language production, and articulation of learning objectives.

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Based on the Dashboard, Monte Vista has been identified for ATSI support for Students with Disabilities. This will be addressed through classroom instruction, including co-taught classes, tutoring, and intervention focused on depth of knowledge and instructional strategies that increase participation, language production, and articulation of learning objectives.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Teachers at Monte Vista review the LCAP goals as part of the implementation team. Site leadership meets monthly and provides input for the SPSA. School Site Council (SSC) reviews and approves the school plan. The Council had four returning members and eleven new members join our SSC this year. The SSC is made up of three teachers, one classified staff member, four students, three parents, and a site administrator totaling 13 council members. The English Language Advisory Committee (ELAC) meets six times during the year and provides input for school-wide goals. The Parent Teacher Student Council meets monthly, and the Co-Principals also host "Coffee with the Cos" to further engage parents in school-wide issues and concerns. They host "Cocoa with the Cos" to further engage students in school-wide issues and concerns. The Monte Vista Student Advisory Council meets with administration four times throughout the year and as needed to provide student input. The PBIS and Behavior Committee also provides input.

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.

Suspension rate, English Language Arts and mathematics are the three indicators on the CA Dashboard that indicate performance in the "orange" category.

English Learner Progress is an indicator in the red category on the CA Dashboard.

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.

English learners and Long-Term English Learners are in the "red" category.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	1.03%	0.50%	3	7	3
African American	3.68%	3.09%	3.30%	27	21	20
Asian	3.82%	2.35%	2.97%	28	16	18
Filipino	5.18%	4.12%	4.46%	38	28	27
Hispanic/Latino	46.79%	46.18%	47.52%	343	314	288
Pacific Islander	0.55%	0.59%	0.33%	4	4	2
White	31.65%	35%	32.51%	232	238	197
Multiple	7.91%	7.65%	8.42%	58	52	51
Total Enrollment				733	680	606

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	235	218	177
Grade 7	255	224	203
Grade 8	243	238	226
Total Enrollment	733	680	606

Conclusions based on this data:

1. With the outbreak of COVID-19 in March 2020, students and families moved out of the area due to growing unemployment and economic hardships. In the 21-22 school year, the enrollment increased due to MV hosting the DLA. In the 22-23 school year there was a slight decline in enrollment in all grade levels and in the DLA program with many students returning in person to their home schools or possibly to outside private school and homeschool options and intra-district transfers. In the 23-24 school year, there was also a slight decrease in enrollment in all grade levels, most notably in the sixth grade enrollment numbers.
2. MVMS's Hispanic/Latino population continues to be the highest student group making up approximately 288 of the student population (an increase of 1.34 percent from the previous year.)
3. MVMS's white population had the largest decrease of 2.49 percent.

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	59	70	57	7.40%	8.0%	9.4%
Fluent English Proficient (FEP)	96	69	60	12.30%	13.1%	9.9%
Reclassified Fluent English Proficient (RFEP)	6	16		28.8%	10%	

Conclusions based on this data:

1. English Learners makeup approximately 10% of MVMS's student enrollment increasing by 1.4% from the previous year. Monte Vista's strong Language Acquisition Team and English Language Development Program continue to support students as they transition from language learners to reclassified students. Consistent administration of Progress Monitoring Assessments (PMAs) and other metrics, along with strong ELD instruction (integrated and designated) and support, provide the team with the appropriate data to reclassify students.
2. MVMS's FEP numbers decreased by 3%.
3. The expectation is that there will be an increase in the number of students reclassified or FEP for next year as the students become more familiar with the English Language. Targeted support will be given to our LTELS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	212	176	232	201	170	232	201	170	97.5	94.8	96.6
Grade 7	263	223	199	250	204	191	250	204	191	95.1	91.5	96
Grade 8	237	245	228	224	221	212	223	221	212	94.5	90.2	93
All Grades	738	680	603	706	626	573	705	626	573	95.7	92.1	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2527.	2502.	2521.	15.52	10.95	18.82	34.05	32.34	27.65	30.60	25.87	28.82	19.83	30.85	24.71
Grade 7	2558.	2558.	2518.	23.20	16.18	13.09	32.00	41.67	28.27	20.80	23.04	23.04	24.00	19.12	35.60
Grade 8	2569.	2566.	2562.	17.04	18.55	14.15	36.77	34.39	38.68	24.66	23.53	25.94	21.52	23.53	21.23
All Grades	N/A	N/A	N/A	18.72	15.34	15.18	34.18	36.10	31.94	25.25	24.12	25.83	21.84	24.44	27.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	20.26	12.94	17.65	61.21	56.22	54.12	18.53	30.85	28.24	
Grade 7	23.60	19.12	15.71	58.40	66.18	53.93	18.00	14.71	30.37	
Grade 8	22.42	22.17	19.34	58.74	51.58	58.02	18.83	26.24	22.64	
All Grades	22.13	18.21	17.63	59.43	57.83	55.50	18.44	23.96	26.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.95	9.45	16.47	53.88	60.70	51.76	30.17	29.85	31.76
Grade 7	31.20	17.16	10.99	45.20	62.75	50.26	23.60	20.10	38.74
Grade 8	19.37	21.36	17.92	54.50	51.82	55.19	26.13	26.82	26.89
All Grades	22.44	16.16	15.18	50.99	58.24	52.53	26.56	25.60	32.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.36	12.94	10.00	74.57	73.13	75.88	12.07	13.93	14.12
Grade 7	14.80	14.22	8.90	70.00	75.00	70.68	15.20	10.78	20.42
Grade 8	13.45	16.29	13.21	74.44	71.49	72.17	12.11	12.22	14.62
All Grades	13.90	14.54	10.82	72.91	73.16	72.77	13.19	12.30	16.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.26	12.44	23.53	67.67	65.67	64.71	12.07	21.89	11.76
Grade 7	23.20	25.49	20.94	57.60	62.25	52.88	19.20	12.25	26.18
Grade 8	23.32	22.17	23.11	62.33	63.35	65.09	14.35	14.48	11.79
All Grades	22.27	20.13	22.51	62.41	63.74	60.91	15.32	16.13	16.58

Conclusions based on this data:

- Forty-seven percent of MVMS students tested met or exceeded standards on the ELA CAASPP, a 4% decrease from the previous year. There were 603 students enrolled during the testing window, and 573 students completed the ELA CAASPP. Thirty students did not test. MVMS implemented an educational plan for parents and students on the importance and impact of CAASPP scores and saw a three percent increase in the testing participation rate.
- Sixth grade students made gains in the percentage of students exceeding standards in the domains reading, writing, and research/inquiry. Students scoring above standard in 6th grade domain of research/inquiry increased by 11% on the ELA CAASPP with a decrease of 11% of 6th grade students below or nearly meeting the standards in the domain of research/inquiry.
- School-wide data demonstrates that the number of students exceeding, at/near standards decreased by 1% overall. Data indicates that listening is the weakest domain in ELA indicating the need for targeted intervention in all areas, but specifically in listening. This will be addressed through classroom instruction, tutoring, and intervention focused on depth of knowledge and instructional strategies that increase participation and language production.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	213	176	231	200	171	231	200	171	97.1	93.9	97.2
Grade 7	263	223	199	249	205	192	248	205	192	94.7	91.9	96.5
Grade 8	236	245	228	225	220	211	224	220	211	95.3	89.8	92.5
All Grades	737	681	603	705	625	574	703	625	574	95.7	91.8	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2501.	2488.	2502.	12.12	13.00	16.37	17.75	15.50	17.54	37.66	28.50	30.41	32.47	43.00	35.67
Grade 7	2508.	2521.	2487.	14.92	11.22	8.33	14.92	22.93	17.71	27.82	32.68	26.04	42.34	33.17	47.92
Grade 8	2514.	2515.	2505.	13.84	14.09	13.27	15.18	14.55	15.17	21.88	23.64	19.91	49.11	47.73	51.66
All Grades	N/A	N/A	N/A	13.66	12.80	12.54	15.93	17.60	16.72	29.16	28.16	25.09	41.25	41.44	45.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.96	12.00	15.20	51.52	42.50	42.11	38.53	45.50	42.69
Grade 7	14.57	10.24	8.85	46.15	53.17	44.79	39.27	36.59	46.35
Grade 8	13.96	12.27	8.53	42.34	45.91	44.08	43.69	41.82	47.39
Grade 11									
All Grades	12.86	11.52	10.63	46.71	47.20	43.73	40.43	41.28	45.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.23	11.00	14.04	61.90	50.00	53.80	29.87	39.00	32.16
Grade 7	14.11	12.20	7.81	50.81	63.90	52.08	35.08	23.90	40.10
Grade 8	15.18	16.82	12.80	54.02	50.91	47.39	30.80	32.27	39.81
All Grades	12.52	13.44	11.50	55.48	54.88	50.87	32.01	31.68	37.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.99	10.50	15.20	64.94	60.00	63.74	22.08	29.50	21.05
Grade 7	13.31	8.29	6.77	66.13	68.29	58.33	20.56	23.41	34.90
Grade 8	8.93	8.18	9.48	61.61	59.55	67.77	29.46	32.27	22.75
All Grades	11.81	8.96	10.28	64.30	62.56	63.41	23.90	28.48	26.31

Conclusions based on this data:

1. In sixth grade, 54% of students exceeded, met or nearly met standards. This is a decrease of 4% from the previous year. There were 603 students enrolled during the testing window, and 574 students completed the math CAASPP. twenty-nine students did not test. MVMS implemented an educational plan for parents and students on the importance and impact of CAASPP scores and saw a three percent increase in the testing participation rate meeting the 95% rate.
2. School-wide data demonstrates that students scoring above standard in 6th and 8th grade on the math CAASPP both showed a slight increase in the communicating reasoning domain. 6th grade also increased in the problem solving and reasoning domain. Seventh grade students scoring above standard decreased. Targeted intervention and tutoring will be established based on PLCs and data meetings.
3. School-wide data indicates that problem-solving and modeling data/analysis is the weakest domain in math indicating the need for targeted intervention in all areas. Math will focus on building stamina working with algorithms and math fluency to build foundational skills.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1538.6	1544.5	1531.0	1538.8	1557.0	1533.8	1538.1	1531.7	1527.9	17	24	12
7	1570.4	1598.6	1511.6	1602.8	1627.3	1519.5	1537.6	1569.5	1503.0	21	14	22
8	1590.5	1579.5	1553.7	1620.8	1606.9	1553.8	1559.9	1551.6	1553.3	15	16	15
All Grades										53	54	49

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	23.53	29.17	33.33	52.94	41.67	33.33	17.65	25.00	25.00	5.88	4.17	8.33	17	24	12
7	33.33	71.43	13.64	33.33	21.43	40.91	28.57	7.14	27.27	4.76	0.00	18.18	21	14	22
8	46.67	43.75	28.57	40.00	43.75	42.86	6.67	6.25	21.43	6.67	6.25	7.14	15	16	14
All Grades	33.96	44.44	22.92	41.51	37.04	39.58	18.87	14.81	25.00	5.66	3.70	12.50	53	54	48

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	52.94	58.33	41.67	35.29	33.33	50.00	11.76	8.33	0.00	0.00	0.00	8.33	17	24	12
7	57.14	78.57	36.36	33.33	21.43	36.36	4.76	0.00	18.18	4.76	0.00	9.09	21	14	22
8	73.33	75.00	35.71	20.00	18.75	42.86	0.00	0.00	14.29	6.67	6.25	7.14	15	16	14
All Grades	60.38	68.52	37.50	30.19	25.93	41.67	5.66	3.70	12.50	3.77	1.85	8.33	53	54	48

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	11.76	8.33	8.33	11.76	25.00	33.33	64.71	33.33	25.00	11.76	33.33	33.33	17	24	12
7	9.52	21.43	0.00	19.05	35.71	9.09	52.38	42.86	63.64	19.05	0.00	27.27	21	14	22
8	20.00	6.25	14.29	13.33	25.00	28.57	53.33	50.00	35.71	13.33	18.75	21.43	15	16	14
All Grades	13.21	11.11	6.25	15.09	27.78	20.83	56.60	40.74	45.83	15.09	20.37	27.08	53	54	48

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	11.76	29.17	41.67	82.35	58.33	50.00	5.88	12.50	8.33	17	24	12	
7	28.57	35.71	9.09	52.38	57.14	77.27	19.05	7.14	13.64	21	14	22	
8	13.33	12.50	21.43	80.00	87.50	64.29	6.67	0.00	14.29	15	16	14	
All Grades	18.87	25.93	20.83	69.81	66.67	66.67	11.32	7.41	12.50	53	54	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	76.47	91.67	66.67	23.53	8.33	25.00	0.00	0.00	8.33	17	24	12	
7	85.71	92.86	63.64	9.52	7.14	27.27	4.76	0.00	9.09	21	14	22	
8	80.00	87.50	71.43	13.33	6.25	21.43	6.67	6.25	7.14	15	16	14	
All Grades	81.13	90.74	66.67	15.09	7.41	25.00	3.77	1.85	8.33	53	54	48	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	11.76	8.33	8.33	47.06	45.83	50.00	41.18	45.83	41.67	17	24	12	
7	9.52	28.57	0.00	42.86	42.86	36.36	47.62	28.57	63.64	21	14	22	
8	26.67	12.50	21.43	40.00	50.00	42.86	33.33	37.50	35.71	15	16	14	
All Grades	15.09	14.81	8.33	43.40	46.30	41.67	41.51	38.89	50.00	53	54	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.65	25.00	16.67	76.47	70.83	75.00	5.88	4.17	8.33	17	24	12
7	14.29	21.43	0.00	76.19	78.57	86.36	9.52	0.00	13.64	21	14	22
8	6.67	12.50	14.29	86.67	75.00	78.57	6.67	12.50	7.14	15	16	14
All Grades	13.21	20.37	8.33	79.25	74.07	81.25	7.55	5.56	10.42	53	54	48

Conclusions based on this data:

1. In 23-24, 49 students completed the ELPAC. Of the students tested, 62.5% scored in level 3 and 4. MVMS will continue to emphasize designated ELD lessons focused on reading strategies and work with Monte Vista's Language Acquisition Team and English Language Development Program continue to support students who are English Learners.
2. In the written domain, our sixth grade students maintained a percentage of 8.3, our seventh grade students saw a decrease of 21.43%, and our 8th grade students increased by 8%. MVMS will emphasize designated ELD lessons focused on written strategies and work with Monte Vista's Language Acquisition Team and English Language Development Program continue to support students who are English Learners.
3. School-wide data shows that students decreased in the five domains on the ELPAC. MVMS will continue to emphasize designated ELD lessons and work with Monte Vista's Language Acquisition Team and English Language Development Program continue to support students who are English Learners. Targeted efforts to increase reclassification of LTELs will be a priority.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	47.4%	9.4%	0.0%
Total Number of Students enrolled in Monte Vista Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	9.4%
Foster Youth	0	0.0%
Homeless	29	4.8%
Socioeconomically Disadvantaged	287	47.4%
Students with Disabilities	132	21.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.3%
American Indian	3	0.5%
Asian	18	3%
Filipino	27	4.5%
Hispanic	288	47.5%
Two or More Races	51	8.4%
Pacific Islander	2	0.3%
White	197	32.5%

Conclusions based on this data:

1. Monte Vista's total enrollment and percentages of students who are foster youth and English Learners have remained consistent.

2. Monte Vista continues to be a diversified community of learners. MVMS's Hispanic population continues to be the student group with highest enrollment making up 46% of the student population.
3. Forty-one percent of Monte Vista's student population is socioeconomically disadvantaged, an increase of seven percent from the previous year. Ten percent of students are English Language Learners, and twenty percent are students with disabilities. These special groups require equitable access to all academic programs, including interventions to meet their academic and social-emotional needs.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Red

Conclusions based on this data:

1. Overall students performance in ELA and Math is indicated in orange.
2. Monte Vista English Learner Progress decreased to red in the 23-24 school year. This is an area of focus to better support the success of Long-Term English Learners.

3. Monte Vista's rate of absenteeism moved from orange to yellow. While this is an improvement, we will continue to monitor and implement strategies such as independent study and Saturday Academy to increase attendance.

School and Student Performance Data

Academic Performance English Language Arts

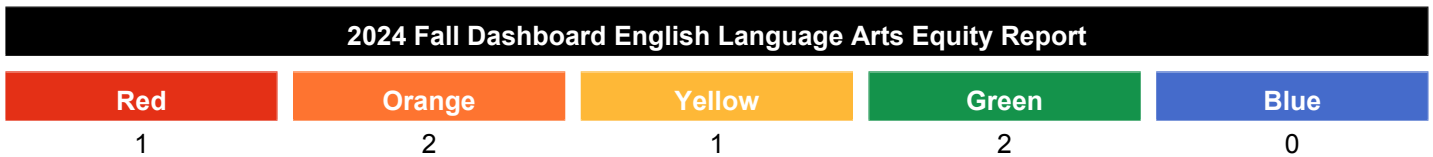
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>14.3 points below standard</p> <p>Maintained 0.7 points</p> <p>546 Students</p>	<p>English Learners</p> <p>Orange</p> <p>58 points below standard</p> <p>Maintained 0.1 points</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>88.2 points below standard</p> <p>Declined 36.1 points</p> <p>38 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>65.3 points below standard</p> <p>Declined 34.8 points</p> <p>26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>49 points below standard</p> <p>Declined 11.5 points</p> <p>268 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>106.7 points below standard</p> <p>Maintained -2.8 points</p> <p>121 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>70.8 points below standard</p> <p>Declined 7.3 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>20.4 points above standard</p> <p>Declined 24.1 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>12.5 points above standard</p> <p>Declined 23.4 points</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>48.6 points below standard</p> <p>Increased 3.4 points</p> <p>258 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>39.7 points above standard</p> <p>Maintained 1.4 points</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>16.6 points above standard</p> <p>Increased 12 points</p> <p>178 Students</p>

Conclusions based on this data:

1. Overall Monte Vista students continue to be below standards on ELA assessments. A focus for this year is on targeted intervention supports for identified students and data analysis of student performance data to improve academic performance.
2. Student groups who score above standard: Two or more races, white students.
3. Student groups with academic increases in ELA: Hispanic students with a growth of 3.2 points and white students with a growth of 12 points.

School and Student Performance Data

Academic Performance Mathematics

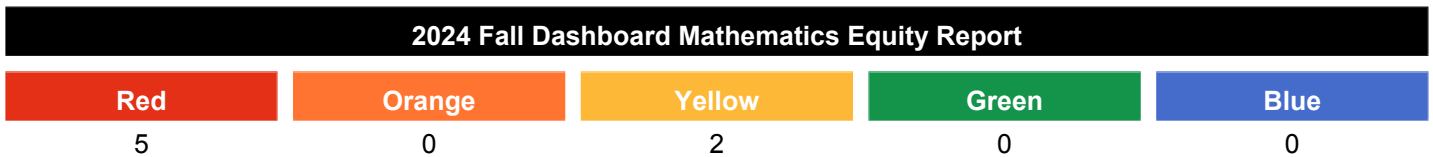
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>68.1 points below standard</p> <p>Maintained 0.5 points</p> <p>548 Students</p>	<p>English Learners</p> <p>Red</p> <p>121.1 points below standard</p> <p>Declined 5.8 points</p> <p>81 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>133 points below standard</p> <p>Declined 8 points</p> <p>38 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>140.6 points below standard</p> <p>Declined 43.5 points</p> <p>27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>106.4 points below standard</p> <p>Declined 9.2 points</p> <p>270 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>157.4 points below standard</p> <p>Declined 6.7 points</p> <p>121 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>98.9 points below standard</p> <p>Increased 23.5 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>8.4 points below standard</p> <p>Maintained -0.1 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>42.3 points below standard</p> <p>Declined 30.5 points</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>113.8 points below standard</p> <p>Maintained -0.3 points</p> <p>262 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>12.9 points below standard</p> <p>Declined 3.9 points</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>28.4 points below standard</p> <p>Increased 9.8 points</p> <p>178 Students</p>

Conclusions based on this data:

1. Overall student performance in math maintained and is indicated in orange. Overall students are performing below the standard. Math will continue to be a focus with targeted intervention supports for identified students and data analysis of student performance data to improve academic performance with a focus on instructional strategies that increase student participation, language production, and students' articulation of learning objectives assessing themselves as capable learners.
2. Student groups who scored below standards include: all student groups identified.
3. White students increased by 9.8 points in academic performance in math placing them in the yellow indicator. Hispanic students maintained academic performance in math.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 33.3% making progress. Number Students: 45 Students	Long-Term English Learner Progress  No Performance Color 29.4% making progress. Number Students: 34 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
48.9%	17.8%	15.6%	17.8%

Conclusions based on this data:

- 17.8% of English Learners progressed at least one ELPI level while 17.8% maintained their previous level, and 15.6% maintained ELPI level 4.
- While English Learner Progress is in the red, 33.3% of the 45 students are indicated as making progress.
- While Long-Term English Learner Progress does not have a color indicator, 29.4% are indicated as making progress. Our Long-Term English Learners are an area of focus at Monte Vista.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.5% Chronically Absent</p> <p>Declined 2.4</p> <p>632 Students</p>	<p>English Learners</p> <p>Red</p> <p>21.3% Chronically Absent</p> <p>Increased 7.2</p> <p>61 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>27.9% Chronically Absent</p> <p>Increased 15.4</p> <p>43 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Declined 10.4</p> <p>30 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>24% Chronically Absent</p> <p>Declined 0.5</p> <p>317 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined 3</p> <p>139 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Increased 0.6</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>10.7% Chronically Absent</p> <p>Maintained 0</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>19.5% Chronically Absent</p> <p>Increased 0.7</p> <p>308 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>16% Chronically Absent</p> <p>Declined 4</p> <p>50 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>15% Chronically Absent</p> <p>Declined 6.2</p> <p>200 Students</p>

Conclusions based on this data:

1. Chronic absenteeism decreased by 2.4 percent. While this is an improvement, this is still an area of focus for Monte Vista. Factors that helped decrease the rate of absenteeism include fewer health or COVID-related issues and regular messaging of Saturday Academy opportunities.
2. Rates of chronic absenteeism decreased for the following student groups: homeless, socioeconomically disadvantaged, students with disabilities, students with two or more races, and white students.
3. Rates of chronic absenteeism increased for the following student groups: English Learners, Long-term English Learners, Hispanic students, and African American Students. English Learner chats will help us determine some possible root causes in the increase of absenteeism for our ELs and LTEL students.

School and Student Performance Data

Conditions & Climate Suspension Rate

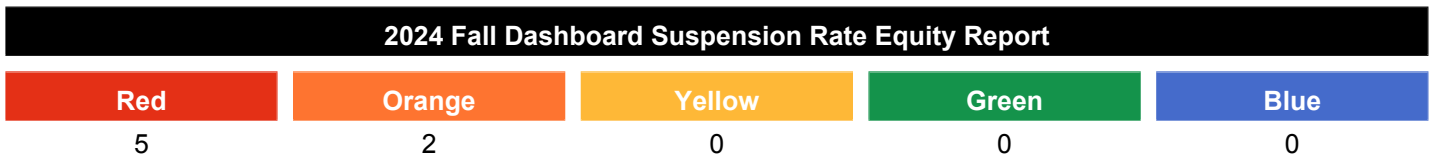
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>10.2% suspended at least one day</p> <p>Increased 2.4%</p> <p>644 Students</p>	<p>English Learners</p> <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 4.5%</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>16.3% suspended at least one day</p> <p>Increased 8.8%</p> <p>43 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>Declined 3%</p> <p>30 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>14.6% suspended at least one day</p> <p>Increased 4.5%</p> <p>322 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>23.4% suspended at least one day</p> <p>Increased 8.2%</p> <p>141 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>23.8% suspended at least one day</p> <p>Declined 2.3%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>13% suspended at least one day</p> <p>Increased 1.8%</p> <p>315 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 8%</p> <p>51 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>6.4% suspended at least one day</p> <p>Increased 2.8%</p> <p>203 Students</p>

Conclusions based on this data:

1. Monte Vista suspension rates with the overall suspension rate for Monte Vista increased by 2.4% placing MV in the orange range.
2. Suspension rates declined for the following student groups: African American Students and homeless students. Suspension rates continue to be a focus at Monte Vista with our established PBIS committee.
3. Suspension rates increased for English Language Learners 4.5%, Long-Term English Language Learners 8.8%, and students with disabilities 8.2% placing MV in the red range.

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.

Student Achievement

Increase student outcomes with a minimum 3% growth in ELA, math and science achievement based on multiple measures.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student academic achievement and academic engagement through a cohesive instructional program centered on high quality instruction and support

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.

MVMS PLCs will focus on improving outcomes for our Long-Term English Learners and students with disabilities through instructional practices, communication with families and students, an ELD class, EL Chats, progress monitoring, and tutoring.

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
CAASPP - ELA	46% of 6th grade met or exceeded 41% of 7th grade met or exceeded 53% of 8th graders met or exceeded 47% met and exceeded in ELA	Increase the percentage of students meeting and exceeding by 3% on the 2025 ELA CAASPP
IXL Reading	32% at grade level	Increase the percentage of students at grade level
Dashboard Indicator - ELA Students with Disabilities	Dashboard indicator in the red range	Increase the dashboard indicator by two levels or more
Dashboard Indicator - ELA Long Term English Learners	Dashboard indicator in the red range	Increase the dashboard indicator by two levels or more
CAASPP - Math	30% of students met or exceeded in Math	Increase the percentage of students meeting and exceeding by 3% on the Math CAASPP 2024
IXL Math	14% at grade level	Increase percentage of students at grade level
Dashboard Indicator - Math Students with Disabilities	Dashboard indicator in the red range	Increase the range by two levels or more
Dashboard Indicator - Math Long-Term English Learners	Dashboard indicator in the red range	Increase the range by two levels or more

CAST - Science	35.5% of students met or exceeded in science	Increase the percentage of students meeting and exceeding by 3% on the 2025 CAST
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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	Provide professional development and collaboration time for PLC's focused on increasing student achievement with a focus on student with disabilities and long-term English Language Learners	School Wide and Targeted Student Groups	0 D108 Data Days None Specified Teacher release time, peer observations, data meetings to develop common assessments and examine data to inform instruction, and professional development to support goals and strategies for student achievement
1.2	Increase student achievement through targeted tutoring and homework help with a focus on students with disabilities and Long-Term English Language Learners	School-Wide and Targeted Student Groups	3206 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Provide tutoring, math intervention, homework help, etc., 613 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Provide tutoring, math intervention, homework help, 8th graders at risk of not promoting, etc., 278 D102 Tutoring/Homework Support 4000-4999: Books And Supplies Provide materials and supplies for tutoring and intervention to support goal and strategy for academic achievement
1.5	Increase student achievement through targeted Intervention with a focus on students with disabilities and Long-Term English Learners	All students	750 D102 Tutoring/Homework Support None Specified Students will be identified through PLCs using data to determine targeted intervention supports during our RTI rotations.
1.6			

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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.

Student Connectedness

Implement initiatives and strategies to address a positive school culture, development of social-emotional, academic, and behavioral supports

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe, supportive, and inclusive school that fosters a sense of belonging and connectedness for all students

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.

MV increased in rate of suspension. This will be an area of focus for our PBIS committee as we plan incentives, increase use of restorative justice and non-suspension alternatives, establish counseling groups and a mentorship program, review expectations throughout the year, and increase the use of CHAMPS in the classrooms and across campus.

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	Attendance rate of 94% for 2023-2024 school year	Increase attendance rate to 95% or greater by May 1, 2025
Behavior Data	114 suspensions for the 2023-2024 school year	Decrease the number of suspensions
CA Dashboard Indicator for Suspensions	CA Dashboard indicator is orange with 10.2% suspended at least once	Decrease suspension rate
CA Dashboard Indicator for Suspensions for Students with Disabilities	CA Dashboard indicator is in red with 23.4% suspended at least once	Decrease suspension rate
CA Dashboard Indicator for Suspensions for Long-Term English Learners	CA Dashboard indicator is in red with 16.3% suspended at least once	Decrease suspension rate
CA Dashboard indicator for Chronic Absenteeism	CA Dashboard indicator is yellow with 16.5% chronically absent	Decrease chronic absenteeism
CA Dashboard Indicator for Chronic Absenteeism for Students with Disabilities	CA Dashboard indicator is in orange with 27.3% chronically absent	Decrease chronic absenteeism
CA Dashboard Indicator for Chronic Absenteeism for Long-Term English Learners	CA Dashboard indicator is in red with 27.9% chronically absent	Decrease chronic absenteeism

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	Create and Maintain Extra Curricular Activities and Engagement Opportunities with a focus on students with disabilities and Long-Term English Learners	School Wide and Targeted	8982 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial D203 Belongingness Activities 3000-3999: Employee Benefits Teachers stipends for extracurricular activities to include contests, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial 6471 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Contest registration fees, sports league and referee fees, uniforms, extracurricular t-shirts, student committees, and other related materials and services
2.2	Recognition Programs and materials to Support Positive Behavior Interventions	Schoolwide and Targeted	1500 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Services to support Positive Behavior Interventions and recognition programs 1000 D203 Belongingness Activities 4000-4999: Books And Supplies Material and supplies to support No Place for Hate, Restorative Practices, and Positive Behavior Intervention, i.e., lunch time activities, incentives, awards

2.3	Makerspace Accessibility during instructional and non-instructional times for student engagement	School Wide	750 D206 Makerspace 4000-4999: Books And Supplies Makerspace and STEM project supplies
2.4	Implement Behavior Committee focused on school-wide Positive Behavioral Interventions, Restorative Practices, and Social Emotional supports	School Wide and Targeted	800 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Teacher stipends for the behavior committee 178 D203 Belongingness Activities 3000-3999: Employee Benefits Teacher stipends for the behavior committee
2.5	Social worker support as a centralized district support for attendance	School Wide and Targeted	0 None Specified None Specified Centralized district support
2.6	Provide education experiences for students to increase connectedness with a focus on students with disabilities and Long-Term English Learners	All Students	10,009 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Provide extra curricular experiences to pay for registration, entrance fees, activities, and transportation
2.7	Provide an alternative means to suspension by utilizing counseling staff trained in the short-term Brief Intervention model to address substance use.	School Wide and Targeted	0 None Specified Centralized district support
2.8	Provide exposure and practice in the arts with sequential skills leading to lifelong engagement	All Students	18,422 Prop 28 Arts 4000-4999: Books And Supplies Provide materials and supplies for art
2.9	Provide opportunities for art	School Wide and targeted	36,492 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Art Teacher Salary and/or purchase of preps, and stipends to provide more opportunities for art classes or art enrichment 13,574 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Art Teacher Salary and/or purchase a prep periods to provide more opportunities for art classes and enrichment

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.

Open and Meaningful Communication

Increase communication and collaboration with our internal and external educational partners

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement

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.

MV sends regular weekly communication emails through the Toro Times (families), Toros Weekly (students), and a staff bulletin. MV sends additional communication as necessary. Additionally MV sends communication through social media platforms. MV frequently requests input on student voice to foster more connectedness. There are no areas of significant concerns in this area. MV is focusing on generating diverse parent groups to reflect our school population through PTSC and ELAC.

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
PTSC Participation	PTSC membership baseline of 87 members	Continue to increase the number of PTSC members to reflect our school population
ELAC Participation	ELAC parent participation average of 3 parents per meeting in 2024-23	Continue to increase the number of ELAC members to reflect our school population

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	Ongoing Parent Outreach and communication through various school newsletters to parents, students, and staff	All Students	0 0

3.2	Ongoing Parent Outreach through planned school events and meetings with a focus on students with disabilities and Long-Term English Learners	All Students	<p>0</p> <p>Coffee with the Co-Principals (parents) every quarter to inform parents and students of site events, activities, programs, and relevant data. MV Student Advisory Committee meets quarterly to receive feedback regarding school culture and activities from student voice. Cafe con Pan (ELAC) meets four times to address the needs of English Learner students and families. School tours and New Family Extravaganza offered to potential families with follow up email communication.</p> <p>0</p> <p>Community event to promote Monte Vista's programs and increase student enrollment</p>
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Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

Increase student outcomes with a minimum 3% growth in ELA and math achievement based on multiple measures.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - ELA	Increase the percentage of students meeting and exceeding by 3% on the 2024 ELA CAASPP 2024	Goal not met with a decrease of 4% in ELA CAASPP 2024
Fastbridge aReading	Increase percentage of students not at risk in aReading	Unable to report due to a change in diagnostic assessments
CAASPP - Math	Increase the percentage of students meeting and exceeding by 3% on the Math CAASPP 2024	Goal not met with a decrease of 1% in Math CAASPP 2024
Fastbridge aMath	Increase percentage of students not at risk in aMath	Unable to report due to a change in diagnostic assessments

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development and collaboration time for PLC's focused on increasing student achievement	Teachers used designated PLC time as indicated on the staff meeting schedule for data-rich conversations. Teachers were provided with additional staff meeting time for PLC. Data meetings were conducted to evaluate IAB data for ELA and math. Teachers needing instructional or behavioral support participated in peer observations.	Teacher release time, peer observations, data meetings to develop common assessments and examine data to inform instruction, and professional development to support goals and strategies for student achievement. None Specified D108 Data Days 0	Teacher release time, peer observations, data meetings to develop common assessments and examine data to inform instruction, and professional development to support goals and strategies for student achievement. None Specified D108 Data Days 0
Increase student achievement through targeted tutoring and homework help	Students were identified and invited to attend math tutoring during lunches on Tuesday and Thursday, also allowing for drop-in tutoring during those times. ELA tutoring and homework help were	Provide tutoring, math intervention, homework help, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 4770	Provide tutoring, math intervention, homework help, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 3206

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	offered to students on Wednesday after school.	Provide tutoring, math intervention, homework help, etc., 3000-3999: Employee Benefits D102 Tutoring/Homework Support 1061	Provide tutoring, math intervention, homework help, etc., 3000-3999: Employee Benefits D102 Tutoring/Homework Support 613
		Provide materials and supplies for tutoring and intervention to support goal and strategy for academic achievement 4000-4999: Books And Supplies D102 Tutoring/Homework Support 310	Provide materials and supplies for tutoring and intervention to support goal and strategy for academic achievement 4000-4999: Books And Supplies D102 Tutoring/Homework Support 0
Increase student achievement through targeted intervention to promote all 8th graders		Provide mentorship and academic support for eight graders at risk of not promoting. 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 1500	Provide mentorship and academic support for eight graders at risk of not promoting. 0001-0999: Unrestricted: Locally Defined D203 Belongingness Activities 0
		Provide mentorship and academic support for eight graders at risk of not promoting. 3000-3999: Employee Benefits D203 Belongingness Activities 331	Provide mentorship and academic support for eight graders at risk of not promoting. 3000-3999: Employee Benefits D203 Belongingness Activities 0
Increase student achievement through targeted intervention for students in Special Education		Students in special education with necessary areas of growth in ELA may receive Sunday intervention to support increased reading levels. None Specified None Specified 0	Students in special education with necessary areas of growth in ELA may receive Sunday intervention to support increased reading levels. None Specified 0
Increase student achievement through targeted push-In Intervention		Intervention teachers push into math classes, including special education classes, to support students. They also pull small groups from classrooms for targeted intervention.	Intervention teachers push into math classes, including special education classes, to support students. They also pull small groups from classrooms for targeted intervention. None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified 0	

Analysis

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

The overall implementation did occur as described above. However, tutoring was under spent and did not occur to the degree originally planned.

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

With a decrease in students achieving at or above standard, the strategies were not as effective as planned.

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

There were material differences in the estimated cost of certificated salaries and benefits from P112. MV paid out less than expected from the estimated allotted weeks to what was offered.. There was a few dollars difference in the proposed cost of materials and what was actually spent. While it appears that mentorship did not happen based on the budget sheet, it did happen. It was provided by two teachers to support 8th grade students at risk of not promoting. This was funded through a different stream.

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.

MV is using data to determine students needing intervention versus enrichment for targeted academic support. PLCs will use data to plan targeted intervention and focus on high leverage standards. Intervention for 8th grade students at risk of not passing will be intentional and begin earlier in the year with a focus on students with disabilities and Long-Term English Language Learners.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

Implement initiatives and strategies to address a positive school culture, development of social-emotional, academic, and behavioral supports

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	Increase attendance rate to 95% or greater	Attendance increased from 93% to 94.33%
Behavior Data	Decrease the number of suspensions	Suspensions increased by 15.
CA Dashboard Indicator for Conditions and Climate	Decrease suspension rate	Suspension rate increased by 2.4%.
CA Dashboard for Student Engagement	Decrease chronic absenteeism	Chronic absenteeism decreased by 2.4%.
Suspensions for African American and Special Education Students	Decrease the percentage of African American and Special Education students being suspended	Suspensions for African American students decreased by 2.3%. Suspensions for students with disabilities increased by 8.2%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create and Maintain Extra Curricular Activities and Engagement Opportunities	Students had the opportunity to participate in 9 organized sports teams or special events as well as lunchtime intramural sports throughout the year.	Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial 1000-1999: Certificated Personnel Salaries P203 Connectedness 9275	Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 10525
	Teachers coordinated CAO, Mock Trial, and the Scripts Spelling Bee for student engagement.	Teachers stipends for extracurricular activities to include contests, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial 3000-3999: Employee Benefits P203 Connectedness 2063	Teachers stipends for extracurricular activities to include contests, clubs, interest groups, sports, etc., such as CAO, Spelling Bee, and Mock Trial 3000-3999: Employee Benefits D203
	Students had the opportunity to participate in a wide range of interest groups and clubs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p data-bbox="829 275 1148 611">Contest registration fees, sports league and referee fees, uniforms, extracurricular t-shirts, and other related materials and services 5000-5999: Services And Other Operating Expenditures P203 Connectedness 5000</p>	<p data-bbox="1187 191 1505 254">Belongingness Activities 2340</p> <p data-bbox="1187 275 1505 642">Contest registration fees, sports league and referee fees, uniforms, extracurricular t-shirts, and other related materials and services 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 6578</p>
<p data-bbox="103 680 428 806">Recognition Programs and materials to Support Positive Behavior Interventions</p>	<p data-bbox="461 680 802 911">Students were recognized through Student of the Month ceremonies and Citizenship ceremonies for students earning four or more "Outstandings" on their report cards.</p> <p data-bbox="461 932 802 1079">Through activities aligned to No Place for Hate, MV achieved the No Place for Hate school designation.</p> <p data-bbox="461 1100 802 1268">Toro Tickets were given as incentives and used to purchase items at the Toro Storo or entered into weekly raffles.</p> <p data-bbox="461 1289 802 1499">The Wellness Center Peers led lunchtime mindfulness activities, and lawn games were brought out to the field on some occasions.</p>	<p data-bbox="829 680 1148 953">Services to support Positive Behavior Interventions and recognition programs 5000-5999: Services And Other Operating Expenditures P203 Connectedness 1500</p> <p data-bbox="829 995 1148 1331">Material and supplies to support No Place for Hate, Restorative Practices, and Positive Behavior Intervention, i.e., lunch time activities, incentives, awards 4000-4999: Books And Supplies P203 Connectedness 541</p>	<p data-bbox="1187 680 1505 974">Services to support Positive Behavior Interventions and recognition programs 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 500</p> <p data-bbox="1187 995 1505 1352">Material and supplies to support No Place for Hate, Restorative Practices, and Positive Behavior Intervention, i.e., lunch time activities, incentives, awards 4000-4999: Books And Supplies D203 Belongingness Activities 0</p>
<p data-bbox="103 1562 428 1688">Makerspace Accessibility during instructional and non-instructional times for student engagement</p>	<p data-bbox="461 1562 802 1856">Makerspace was available to support classroom instruction upon request from teachers. The Makerspace was open to students during lunch with scheduled STEAM activities on Wednesdays.</p>	<p data-bbox="829 1562 1148 1751">Makerspace and STEM project supplies 4000-4999: Books And Supplies P206 Makerspace Supplies 750</p>	<p data-bbox="1187 1562 1505 1730">Makerspace and STEM project supplies 4000-4999: Books And Supplies D206 Makerspace 746</p>
<p data-bbox="103 1877 428 1961">Implement Behavior Committee focused on school-wide Positive</p>	<p data-bbox="461 1877 802 1961">MV leadership team acted as a sub committee to address PBIS. Teachers</p>	<p data-bbox="829 1877 1148 1961">Teacher stipends for the behavior committee 1000-1999: Certificated</p>	<p data-bbox="1187 1877 1505 1961">Teacher stipends for the behavior committee 1000-1999: Certificated</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavioral Interventions, Restorative Practices, and Social Emotional supports	were scheduled to conduct circles per department on a rotation. Restorative practices were used in classroom management plans and by administration when addressing behaviors.	Personnel Salaries P203 Connectedness 450	Personnel Salaries D203 Belongingness Activities 0
Social worker support as a centralized district support for attendance		Teacher stipends for the behavior committee 3000-3999: Employee Benefits P203 Connectedness 102	Teacher stipends for the behavior committee 3000-3999: Employee Benefits D203 Belongingness Activities 0
Provide education experiences for students to increase connectedness		Centralized district support None Specified None Specified 0	Centralized district support None Specified 0
		Provide extra curricular experiences to pay for registration, entrance fees, and transportation 5000-5999: Services And Other Operating Expenditures P203 Connectedness 9308	Provide extra curricular experiences to pay for registration, entrance fees, and transportation 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 7,013

Analysis

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

The strategies were implemented as planned to address a positive school culture, development of social-emotional, academic, and behavioral supports.

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

Offering more clubs, sports, and places (Wellness Center and Makerspace) to participate in lunch activities created more opportunities for students to engage in extracurricular activities, enhancing student connectedness. The PBIS committee was in the planning phases and will continue to work to address and improve campus behaviors.

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

There was a material difference of \$519 from P203 Connectedness. MV spent less than planned. Some of what was budgeted was covered by CTE funds for Mock Trial and ASB funds. There was a material difference in the support of PBIS because the district provided a professional developer. Some of the PBIS incentives were purchased by ASB for the Toro Storo and citizenship rewards. More funding was spent on educational experiences with an overage of approximately \$3,960.

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.

MV is implementing a full PBIS committee and plan to address campus behavior, set clear expectations, use data to monitor patterns, and create an environment conducive to learning with a focus on students with disabilities and long-term English Language Learners.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Increase communication and collaboration with our internal and external educational partners

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTSC Participation	Continue to increase the number of PTSC members	PTSC recruited new incoming families to attend meetings and volunteer.
ELAC Participation	Continue to increase the number of ELAC members	ELAC participation increased by two parents with phone call invitations and personal flyers sent home.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ongoing Parent Outreach and communication through various school newsletters to parents, students, and staff		None Specified 0	None Specified 0
Ongoing Parent Outreach through planned school events and meetings		Coffee with the Co-Principals (parents) and Cocoa with the Cos (students) every quarter to inform parents and students of site events, activities, programs, and relevant data None Specified 0	Coffee with the Co-Principals (parents) and Cocoa with the Cos (students) every quarter to inform parents and students of site events, activities, programs, and relevant data None Specified 0
		Community event to promote Monte Vista's programs and increase student enrollment None Specified	Community event to promote Monte Vista's programs and increase student enrollment None Specified 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 The strategies were implemented as planned. Parent square was the predominant method of communication to send the Toro Times (weekly parent update) to families as well as communications as needed. Gmail was used to send weekly

updates, and communication as needed to students. The Makerspace IASE made phone call invitations to families for ELAC.

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

The communication channels help inform families about school events. Feedback from SSC led to the use of the table of contents feature in SMORE to help streamline parental viewing preferences.

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

There were no material differences between the proposed expenditures and the actual expenditures due to the goal not having funding attached to it.

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 to send regularly scheduled communication. We will continue to utilize our Makerspace IASE to make calls to educational partners to increase participation in opportunities to provide feedback through various committees. In working to address the needs of our Students with Disabilities and Long-Term English Learners, we will provide additional targeted outreach to their parents and guardians.

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,025.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
D102 Tutoring/Homework Support	\$4,847.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$28,940.00
D206 Makerspace	\$750.00
None Specified	\$0.00
Prop 28 Arts	\$68,488.00

Subtotal of state or local funds included for this school: \$103,025.00

Total of federal, state, and/or local funds for this school: \$103,025.00

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
D203 Belongingness Activities	28940	0.00
D102 Tutoring/Homework Support	4,847	0.00
Prop 28 Arts	68488	0.00
D206 Makerspace	750	0.00
D108 Data Days	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	4,847.00
D108 Data Days	0.00
D203 Belongingness Activities	28,940.00
D206 Makerspace	750.00
None Specified	0.00
Prop 28 Arts	68,488.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	63,054.00
3000-3999: Employee Benefits	791.00
4000-4999: Books And Supplies	20,450.00
5000-5999: Services And Other Operating Expenditures	17,980.00
None Specified	750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	3,206.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	613.00
4000-4999: Books And Supplies	D102 Tutoring/Homework Support	278.00
None Specified	D102 Tutoring/Homework Support	750.00
None Specified	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	9,782.00
3000-3999: Employee Benefits	D203 Belongingness Activities	178.00
4000-4999: Books And Supplies	D203 Belongingness Activities	1,000.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	17,980.00
4000-4999: Books And Supplies	D206 Makerspace	750.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	50,066.00
4000-4999: Books And Supplies	Prop 28 Arts	18,422.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,847.00
Goal 2	98,178.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Jessie Green	Principal
David Meggison	Other School Staff
Kayla Charness	Classroom Teacher
Doug Brumage	Classroom Teacher
Lauren Moore	Classroom Teacher
Rebecca Hayes	Other School Staff
Brian Kelley	Parent or Community Member
Marta Fuentes	Parent or Community Member
Yesenia Ambriz	Parent or Community Member
Boston Adams	Secondary Student
Jules Davis	Secondary Student
Justice Abellera	Secondary Student
Jaden Hebra	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: SSC

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 12/19/2024.

Attested:



Principal, Jessie Green on 12/19/24

SSC Chairperson, Kayla Charness on 12/19/24