



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	December 18, 2025	January 15, 2025

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on the Dashboard, Monte Vista has no indicators in the red or orange.

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 no indicators in the red or orange.

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, three students, three parents, and a site administrator totaling 12 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. 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.

Resource Inequities

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

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

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.

Mathematics, science, and chronic absenteeism are the three indicators on the CA Dashboard that indicate performance in the "orange" category. There are no indicators in the red.

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 are in the orange performance level, and students with disabilities are in the red performance level for ELA. English Learners are in the red performance level for math.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.03%	0.50%	0.35%	7	3	2
African American	3.09%	3.30%	2.43%	21	20	14
Asian	2.35%	2.97%	4.17%	16	18	24
Filipino	4.12%	4.46%	4.34%	28	27	25
Hispanic/Latino	46.18%	47.52%	47.74%	314	288	275
Pacific Islander	0.59%	0.33%	0.35%	4	2	2
White	35%	32.51%	34.20%	238	197	197
Two or More Races	7.65%	8.42%	6.42%	52	51	37
Not Reported	0%	%	%	0		
Total Enrollment				680	606	576

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	218	177	203
Grade 7	224	203	185
Grade 8	238	226	188
Total Enrollment	680	606	576

Conclusions based on this data:

1. MVMS's Hispanic/Latino population continues to be the highest student group making up approximately 275 of the student population (staying in the 47th percentage).
2. The following student groups significantly increased: Asian (1.2%), white (1.7%). The following student groups significantly decreased: African American (.87% - 6 students), two or more races (2%). The rest of the student groups remained relatively the same.
3. The incoming 6th grade class was larger than the previous 6th grade class by 26 students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	70	57	53	10.3%	9.4%	9.2%
Fluent English Proficient (FEP)	69	60	70	10.1%	9.9%	12.2%
Reclassified Fluent English Proficient (RFEP)	16			23%		

Conclusions based on this data:

1. English Learners makeup approximately 9% of MVMS's student enrollment staying relatively the same from the previous year. Monte Vista's strong Language Acquisition Team and English Language Development Program and the district coordinator 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 increased by 2.3%.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	212	176	198	201	170	193	201	170	193	94.8	96.6	97.5
Grade 7	223	199	182	204	191	175	204	191	175	91.5	96	96.2
Grade 8	245	228	192	221	212	187	221	212	187	90.2	93	97.4
All Grades	680	603	572	626	573	555	626	573	555	92.1	95	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2502.	2521.	2528.	10.95	18.82	24.35	32.34	27.65	24.35	25.87	28.82	24.35	30.85	24.71	26.94
Grade 7	2558.	2518.	2554.	16.18	13.09	20.57	41.67	28.27	29.71	23.04	23.04	26.29	19.12	35.60	23.43
Grade 8	2566.	2562.	2550.	18.55	14.15	16.04	34.39	38.68	28.34	23.53	25.94	27.27	23.53	21.23	28.34
All Grades	N/A	N/A	N/A	15.34	15.18	20.36	36.10	31.94	27.39	24.12	25.83	25.95	24.44	27.05	26.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.94	17.65	20.73	56.22	54.12	51.81	30.85	28.24	27.46
Grade 7	19.12	15.71	22.29	66.18	53.93	57.71	14.71	30.37	20.00
Grade 8	22.17	19.34	17.65	51.58	58.02	54.01	26.24	22.64	28.34
All Grades	18.21	17.63	20.18	57.83	55.50	54.41	23.96	26.88	25.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.45	16.47	17.62	60.70	51.76	53.37	29.85	31.76	29.02
Grade 7	17.16	10.99	25.71	62.75	50.26	45.71	20.10	38.74	28.57
Grade 8	21.36	17.92	15.51	51.82	55.19	51.87	26.82	26.89	32.62
All Grades	16.16	15.18	19.46	58.24	52.53	50.45	25.60	32.29	30.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.94	10.00	13.47	73.13	75.88	75.13	13.93	14.12	11.40
Grade 7	14.22	8.90	10.29	75.00	70.68	81.71	10.78	20.42	8.00
Grade 8	16.29	13.21	14.97	71.49	72.17	70.59	12.22	14.62	14.44
All Grades	14.54	10.82	12.97	73.16	72.77	75.68	12.30	16.40	11.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.44	23.53	26.42	65.67	64.71	56.99	21.89	11.76	16.58
Grade 7	25.49	20.94	21.14	62.25	52.88	64.00	12.25	26.18	14.86
Grade 8	22.17	23.11	19.25	63.35	65.09	63.10	14.48	11.79	17.65
All Grades	20.13	22.51	22.34	63.74	60.91	61.26	16.13	16.58	16.40

Conclusions based on this data:

- Forty-seven percent of MVMS students tested met or exceeded standards on the ELA CAASPP, remaining the same from the previous year. There were 572 students enrolled during the testing window, and 555 students completed the ELA CAASPP. Seventeen students did not test. This was an improvement from the previous year. MVMS implemented an educational plan for parents and students on the importance and impact of CAASPP scores and had meetings with parents wanting to opt out of CASSPP to offer additional supports and information, and saw a two percent increase in the testing participation rate.
- Sixth grade students made gains in above standard in reading, writing, listening, and research/inquiry. The most notable gains were in reading (3%) and listening (3.5%). Seventh grade students made gains in above standards in reading, writing, listening, and research/inquiry. Most notable gains were in reading (6.6%) and writing (14.72%). Eighth grade students decreased in the percentage above standards in all domains; however, when looking at the cohort from seventh grade (2023-2024) to eighth grade (2024-2025) there were significant gains. The most notable growth was in reading (1.9%), writing (4.52%) and listening (6%).
- School-wide data demonstrates that the number of students exceeding, at/near standards increased by .67% overall. School-wide data demonstrates that the number of students exceeding standards increased by 5.18% overall. Data indicates that listening is the weakest domain in ELA, although growth was made, indicating the continued 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	213	176	198	200	171	196	200	171	196	93.9	97.2	99
Grade 7	223	199	182	205	192	177	205	192	177	91.9	96.5	97.3
Grade 8	245	228	192	220	211	187	220	211	187	89.8	92.5	97.4
All Grades	681	603	572	625	574	560	625	574	560	91.8	95.2	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2488.	2502.	2510.	13.00	16.37	16.84	15.50	17.54	20.41	28.50	30.41	26.53	43.00	35.67	36.22
Grade 7	2521.	2487.	2507.	11.22	8.33	12.99	22.93	17.71	17.51	32.68	26.04	28.81	33.17	47.92	40.68
Grade 8	2515.	2505.	2502.	14.09	13.27	9.09	14.55	15.17	13.90	23.64	19.91	24.06	47.73	51.66	52.94
Grade 11															
All Grades	N/A	N/A	N/A	12.80	12.54	13.04	17.60	16.72	17.32	28.16	25.09	26.43	41.44	45.64	43.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.00	15.20	16.33	42.50	42.11	43.37	45.50	42.69	40.31
Grade 7	10.24	8.85	12.50	53.17	44.79	44.89	36.59	46.35	42.61
Grade 8	12.27	8.53	9.63	45.91	44.08	47.06	41.82	47.39	43.32
Grade 11									
All Grades	11.52	10.63	12.88	47.20	43.73	45.08	41.28	45.64	42.04

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.00	14.04	15.31	50.00	53.80	46.94	39.00	32.16	37.76
Grade 7	12.20	7.81	11.30	63.90	52.08	55.37	23.90	40.10	33.33
Grade 8	16.82	12.80	9.09	50.91	47.39	54.01	32.27	39.81	36.90
All Grades	13.44	11.50	11.96	54.88	50.87	51.96	31.68	37.63	36.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.50	15.20	17.35	60.00	63.74	58.16	29.50	21.05	24.49
Grade 7	8.29	6.77	11.86	68.29	58.33	57.63	23.41	34.90	30.51
Grade 8	8.18	9.48	6.42	59.55	67.77	64.71	32.27	22.75	28.88
All Grades	8.96	10.28	11.96	62.56	63.41	60.18	28.48	26.31	27.86

Conclusions based on this data:

1. Thirty percent of MVMS students tested met or exceeded standards on the Math CAASPP, which is a slight increase from the previous school year (1.1%). There were 572 students enrolled during the testing window, and 560 students completed the Math CAASPP. Twelve students did not test. This was an improvement from the previous year. MVMS implemented an educational plan for parents and students on the importance and impact of CAASPP scores and had meetings with parents wanting to opt out of CASSPP to offer additional supports and information, and saw a two percent increase in the testing participation rate.
2. Sixth grade students made gains in above standard in concepts and procedures (1.13%), problem solving and modeling data analysis (1.27%), and communicating reasoning (2.15%). Seventh grade students made gains in above standard in concepts and procedures (3.65%), problem solving and modeling data analysis (3.49%), and communicating reasoning (5.09%). Eighth grade students made gains in above standard in concepts and procedures (1.1%).
3. School-wide data demonstrates that the number of students exceeding, at/near standards increased by 1.1% overall. Data indicates that although growth was made, there is continued need for targeted intervention in all areas. This will be addressed through classroom instruction, tutoring, and intervention focused on depth of knowledge and instructional strategies that increase participation and mathematical discourse to communicate reasoning.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1544.5	1531.0	1537.9	1557.0	1533.8	1550.7	1531.7	1527.9	1524.4	24	12	15
7	1598.6	1511.6	*	1627.3	1519.5	*	1569.5	1503.0	*	14	22	8
8	1579.5	1553.7	1561.4	1606.9	1553.8	1575.7	1551.6	1553.3	1546.5	16	15	19
All Grades										54	49	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	29.17	33.33	33.33	41.67	33.33	40.00	25.00	25.00	13.33	4.17	8.33	13.33	24	12	15
7	71.43	13.64	*	21.43	40.91	*	7.14	27.27	*	0.00	18.18	*	14	22	*
8	43.75	28.57	31.58	43.75	42.86	36.84	6.25	21.43	26.32	6.25	7.14	5.26	16	14	19
All Grades	44.44	22.92	35.71	37.04	39.58	35.71	14.81	25.00	19.05	3.70	12.50	9.52	54	48	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	58.33	41.67	60.00	33.33	50.00	20.00	8.33	0.00	6.67	0.00	8.33	13.33	24	12	15
7	78.57	36.36	*	21.43	36.36	*	0.00	18.18	*	0.00	9.09	*	14	22	*
8	75.00	35.71	52.63	18.75	42.86	26.32	0.00	14.29	15.79	6.25	7.14	5.26	16	14	19
All Grades	68.52	37.50	57.14	25.93	41.67	21.43	3.70	12.50	11.90	1.85	8.33	9.52	54	48	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	8.33	8.33	6.67	25.00	33.33	26.67	33.33	25.00	40.00	33.33	33.33	26.67	24	12	15
7	21.43	0.00	*	35.71	9.09	*	42.86	63.64	*	0.00	27.27	*	14	22	*
8	6.25	14.29	5.26	25.00	28.57	31.58	50.00	35.71	42.11	18.75	21.43	21.05	16	14	19
All Grades	11.11	6.25	9.52	27.78	20.83	28.57	40.74	45.83	35.71	20.37	27.08	26.19	54	48	42

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	29.17	41.67	33.33	58.33	50.00	46.67	12.50	8.33	20.00	24	12	15	
7	35.71	9.09	*	57.14	77.27	*	7.14	13.64	*	14	22	*	
8	12.50	21.43	21.05	87.50	64.29	57.89	0.00	14.29	21.05	16	14	19	
All Grades	25.93	20.83	28.57	66.67	66.67	50.00	7.41	12.50	21.43	54	48	42	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	91.67	66.67	80.00	8.33	25.00	13.33	0.00	8.33	6.67	24	12	15	
7	92.86	63.64	*	7.14	27.27	*	0.00	9.09	*	14	22	*	
8	87.50	71.43	84.21	6.25	21.43	10.53	6.25	7.14	5.26	16	14	19	
All Grades	90.74	66.67	83.33	7.41	25.00	11.90	1.85	8.33	4.76	54	48	42	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	8.33	8.33	13.33	45.83	50.00	26.67	45.83	41.67	60.00	24	12	15	
7	28.57	0.00	*	42.86	36.36	*	28.57	63.64	*	14	22	*	
8	12.50	21.43	26.32	50.00	42.86	26.32	37.50	35.71	47.37	16	14	19	
All Grades	14.81	8.33	26.19	46.30	41.67	21.43	38.89	50.00	52.38	54	48	42	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	25.00	16.67	20.00	70.83	75.00	73.33	4.17	8.33	6.67	24	12	15
7	21.43	0.00	*	78.57	86.36	*	0.00	13.64	*	14	22	*
8	12.50	14.29	0.00	75.00	78.57	89.47	12.50	7.14	10.53	16	14	19
All Grades	20.37	8.33	11.90	74.07	81.25	80.95	5.56	10.42	7.14	54	48	42

Conclusions based on this data:

1. In 24-25, 42 students completed the ELPAC. Of the students tested, 71.42% scored in level 3 and 4. This is 8.92% increase from the previous school year. 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. School-wide, the percentage of students scoring well developed increased in listening (7.74%), speaking (16.66%), reading (17.86%) and writing (3.57%). Despite the growth, 21.43% of students scored in the beginner range for listening, and 52.38% scored in the beginner range for reading. MVMS will emphasize designated ELD lessons focused on listening and reading strategies and work with Monte Vista's Language Acquisition Team and English Language Development Program continue to support students who are English Learners.
3. 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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
576	45.5%	9.2%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	9.2%
Foster Youth	0	0.0%
Homeless	31	5.4%
Socioeconomically Disadvantaged	262	45.5%
Students with Disabilities	125	21.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.4%
American Indian	2	0.3%
Asian	24	4.2%
Filipino	25	4.3%
Hispanic	275	47.7%
Two or More Races	37	6.4%
Pacific Islander	2	0.3%
White	197	34.2%

Conclusions based on this data:

1. Monte Vista's total enrollment decreased by 74 students while the percentage of socioeconomically disadvantaged students rose by 6.4%.

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 47.7% of the student population, an increase of 2.8% from the previous school year. The second largest student population is our white population at 34.2% which is a decrease of .8%. Combined, these groups make up 81.9% of the student population at Monte Vista. African American, American Indian, Asian, Filipino, Pacific Islander and students with two or more races make up the remaining 18.1%.
3. Forty-five and a half percent of Monte Vista's student population is socioeconomically disadvantaged, a decrease of 1.9% from the previous year. There was also a slight decrease in the following student groups: English Learners (.2%) Homeless (.6%) and students with disabilities (.1%). 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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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall students performance in ELA is indicated in green, and math is indicated in yellow. This demonstrates growth in both areas. Academic performance for science is in the yellow indicator. This is the first year it is on the dashboard; therefore, we do not have data to make a comparison.
2. Monte Vista English Learner Progress increased to the blue indicator demonstrating the focused efforts in designated ELD lessons, reading strategies and work with Monte Vista's Language Acquisition Team and English

Language Development Program continue to support students who are English Learners was successful. This will continue to be an area of focus as we work to reclassify our LTELs.

3. Monte Vista's rate of absenteeism remains in the yellow. We will continue to monitor and implement strategies such as independent study and Saturday Academy to increase attendance. These dashboard indicators have triggered Students with Disabilities for ATSI/DA, and actions to be addressed can be found in the goal for student belonging. Monte Vista's suspension rate indicator moved from orange to green indicating our focus on tightening structures and addressing behavioral concerns to improve school climate and culture were successful. This will continue to be an area of focus as we work to reclassify our LTELs.

School and Student Performance Data

Academic Performance English Language Arts

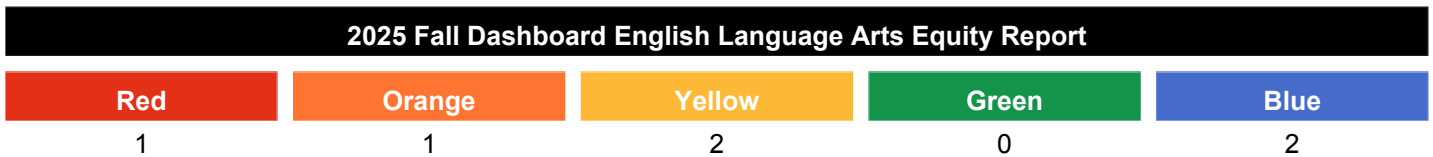
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.1 points below standard</p> <p>Increased 11.2 points</p> <p>542 Students</p>	<p>English Learners</p> <p>Orange</p> <p>67.4 points below standard</p> <p>Declined 9.3 points</p> <p>88 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>77 points below standard</p> <p>Increased 11.3 points</p> <p>29 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>47.7 points below standard</p> <p>Increased 17.6 points</p> <p>31 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.3 points below standard</p> <p>Increased 15.7 points</p> <p>263 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>105.5 points below standard</p> <p>Maintained 1.2 points</p> <p>118 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>21.1 points below standard</p> <p>Increased 49.6 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>29.1 points above standard</p> <p>Increased 8.8 points</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>28.1 points above standard</p> <p>Increased 15.6 points</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>43.1 points below standard</p> <p>Increased 5.5 points</p> <p>257 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>47.6 points above standard</p> <p>Increased 7.9 points</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>37.3 points above standard</p> <p>Increased 20.8 points</p> <p>185 Students</p>

Conclusions based on this data:

1. School-wide, all students scored in the green indicator for ELA with an increase of 11.2 points. This indicates that the focus on targeted intervention supports for identified students and data analysis of student performance data to improve academic performance increased student performance. This will continue to be a focus this year. .
2. Student groups who scored below standard are: Students with Disabilities, English Learners, Hispanic Students, and Socioeconomically Disadvantaged students. Students with disabilities remained in the red indicator band. English Learners remained in the orange indicator band. Socioeconomically disadvantaged students moved from orange to yellow, and Hispanic students remained in the yellow indicator.
3. Student groups with academic increases in ELA moving to the blue indicator are: Students with two or more races with an increase of 7.9 points and white students with an increase of 20.8 points.

School and Student Performance Data

Academic Performance Mathematics

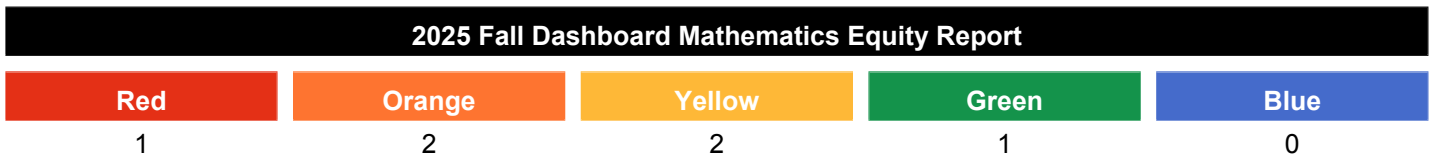
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>58.9 points below standard</p> <p>Increased 9.2 points</p> <p>547 Students</p>	<p>English Learners</p> <p>Red</p> <p>122 points below standard</p> <p>Maintained -0.9 points</p> <p>92 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>145.7 points below standard</p> <p>Declined 12.7 points</p> <p>29 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>77.5 points below standard</p> <p>Increased 63.1 points</p> <p>31 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>90.3 points below standard</p> <p>Increased 16.2 points</p> <p>266 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>144 points below standard</p> <p>Increased 13.4 points</p> <p>118 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>65.9 points below standard</p> <p>Increased 33.1 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>46.3 points below standard</p> <p>Declined 37.9 points</p> <p>23 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>17.3 points below standard</p> <p>Increased 25.1 points</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>100.7 points below standard</p> <p>Increased 13.2 points</p> <p>260 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>23.9 points below standard</p> <p>Declined 11 points</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>11.7 points below standard</p> <p>Increased 16.7 points</p> <p>185 Students</p>

Conclusions based on this data:

1. School-wide, all students scored in the yellow indicator for math moving from the orange band the previous year. This was an increase of 9.2 points. This indicates that the focus on targeted intervention supports for identified students and data analysis of student performance data to improve academic performance increased student performance. This will continue to be a focus this year. .
2. Student groups who scored below standards include: Students with Disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Hispanic students and students with disabilities moved from red to orange. Socioeconomically disadvantaged students moved from red to yellow. White students moved from yellow to green.
3. The following student groups made positive gains on the dashboard: Hispanic students and students with disabilities moved from red to orange. Socioeconomically disadvantaged students moved from red to yellow. White students moved from yellow to green.

School and Student Performance Data

Academic Performance Science

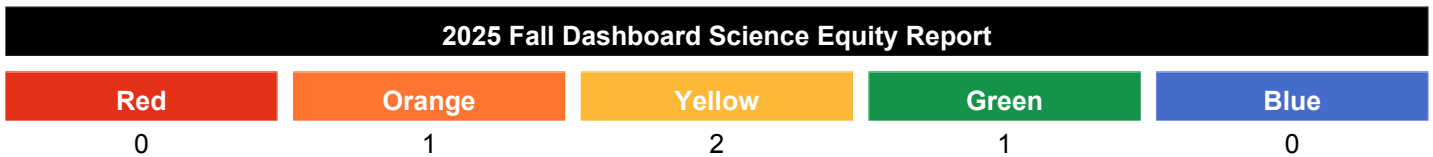
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>52.8 science points</p> <p>Maintained -1.1 points</p> <p>179 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>42.8 science points</p> <p>Increased 2.6 points</p> <p>34 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>36.1 science points</p> <p>Maintained 0.7 points</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>52.8 science points</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48 science points</p> <p>Maintained 1 points</p> <p>84 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>44.8 science points</p> <p>Increased 3.3 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.4 science points</p> <p>Maintained 1.2 points</p> <p>83 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>62.3 science points</p> <p>Maintained -1.5 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>60.7 science points</p> <p>Maintained -0.4 points</p> <p>67 Students</p>

Conclusions based on this data:

1. School-wide, all students scored in the yellow indicator for science. This is the first year that science is on the dashboard, establishing our baseline.
2. Hispanic students scored in the orange indicator.
3. White students scored in the green indicator.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 67.6 making progress. Number Students: 37 Students	Long-Term English Learner Progress  No Performance Color 69.6 making progress. Number Students: 23 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 10.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 21.6%	Maintained ELPI Level 4 5.4%	Progressed At Least One ELPI Level 62.2%

Conclusions based on this data:

- All students are in the blue indicator, increasing 34%.
- Sixty-two percent of English Language Learners progressed at least one level. 5.4% maintained level 4. 21.6% maintained ELPI levels 1, 2L, 2H, 3L, or 3H.
- English Learners decreasing a level made up 10.8% of the student group.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 14.2% Chronically Absent Declined 2.3 586 Students	English Learners Green 5.5% Chronically Absent Declined 15.9 55 Students	Long-Term English Learners Green 6.7% Chronically Absent Declined 21.2 30 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless Yellow 19.4% Chronically Absent Declined 0.6 31 Students	Socioeconomically Disadvantaged Yellow 18.5% Chronically Absent Declined 5.5 281 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>22.4% Chronically Absent</p> <p>Declined 5</p> <p>134 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Increased 5.7</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>4% Chronically Absent</p> <p>Declined 6.7</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined 0.7</p> <p>277 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>12.8% Chronically Absent</p> <p>Declined 3.2</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined 4.1</p> <p>202 Students</p>

Conclusions based on this data:

1. Chronic absenteeism decreased by 2.3 percent placing Monte Vista in the yellow indicator with 14.2% chronically absent. While this is an improvement, this is still an area of focus for Monte Vista. Factors that helped decrease the rate of absenteeism include Independent Study and regular messaging of Saturday Academy opportunities.
2. Rates of chronic absenteeism decreased for the following student groups: homeless students, socioeconomically disadvantaged, Hispanic students, and English Learners. English Learners chronically absent rate decreased by 15.9%. Long-Term English Learners chronic absenteeism declined by 21.2%. Monte Vista has worked extensively to education our EL students and families. Increased efforts brought more families to ELAC where we discussed the importance of reclassification. Those efforts likely improved student attendance and achievement.
3. Chronic absenteeism as a whole remains an area of focus.

School and Student Performance Data

Conditions & Climate Suspension Rate

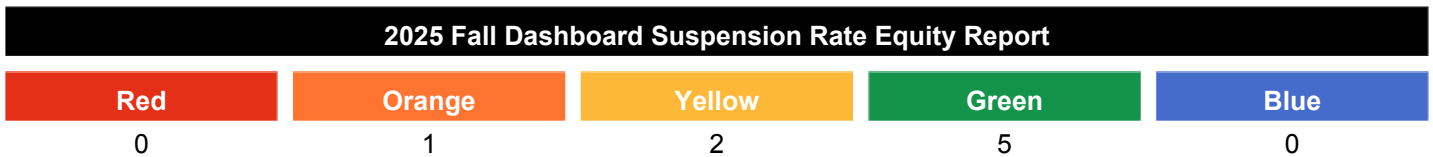
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.7% suspended at least one day</p> <p>Declined 2.6%</p> <p>599 Students</p>	<p>English Learners</p>  <p>Green</p> <p>7% suspended at least one day</p> <p>Declined 5.9%</p> <p>57 Students</p>	<p>Long-Term English Learners</p>  <p>Green</p> <p>6.5% suspended at least one day</p> <p>Declined 9.8%</p> <p>31 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>Green</p> <p>6.3% suspended at least one day</p> <p>Declined 3.8%</p> <p>32 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>9.1% suspended at least one day</p> <p>Declined 5.5%</p> <p>286 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>14.8% suspended at least one day</p> <p>Declined 8.6%</p> <p>135 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20% suspended at least one day</p> <p>Declined 3.8%</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>16% suspended at least one day</p> <p>Increased 12.4%</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>9.5% suspended at least one day</p> <p>Declined 3.5%</p> <p>285 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>5% suspended at least one day</p> <p>Declined 4.8%</p> <p>40 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>4.9% suspended at least one day</p> <p>Declined 1.5%</p> <p>206 Students</p>

Conclusions based on this data:

1. Monte Vista suspension rates with the overall suspension rate for Monte Vista decreased by 2.6% moving us into the green indicator.
2. All student groups decreased in suspension rate. Students with disabilities declined 8.6% moving to the orange indicator. Hispanic students suspension rate decreased 3.5%, and socioeconomically disadvantaged students suspension rate decreased 5.5% moving both student groups into the yellow. English learners suspension rate decreased 5.9%, homeless youth's suspension rates decreased 3.8%, Long-Term English Learners suspension rates decreased 9.8%, students with two or more races decreased 4.8%, and white students suspension rates decreased 1.5% moving these five student groups into the green indicator.
3. Monte Vista has created a behavior and safety team to analyze, data and trends, and create PBIS structures. These efforts are likely reflected in the decrease of suspensions. This will continue to be an area of focus.

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
District ELA Benchmark 6th Grade	57% of students scored in the average range	Increase the percentage of students in the average range
CAASPP - ELA	47.75% met and exceeded in ELA	Increase the percentage of students meeting and exceeding by 3% on the 2026 ELA CAASPP
Dashboard Indicator - ELA Students with Disabilities	Dashboard indicator in the red range	Increase the dashboard indicator by two levels or more
Dashboard Indicator - ELA English Learners	Dashboard indicator in the orange range	Increase the dashboard indicator by two levels or more
CAASPP - Math	30.36% of students met or exceeded in Math	Increase the percentage of students meeting and exceeding by 3% on the Math CAASPP 2026
District ELA Benchmark 7th Grade	44% of students scored in the average range	Increase the percentage of students in the average range
Dashboard Indicator - Math Students with Disabilities	Dashboard indicator in the orange range	Increase the range by two levels or more
Dashboard Indicator - Math English Learners	Dashboard indicator in the red range	Increase the range by two levels or more
CAST - Science	31% of students met or exceeded in science	Increase the percentage of students meeting and exceeding by 3% on the 2025 CAST
District ELA Benchmark 8th Grade	67% of students scored in the average range	Increase the percentage of students in the average range

District Math Benchmark 6th Grade	47% of students not in accelerated math scored in the average range	Increase the percentage of students in the average range
District Math Benchmark 7th Grade	50% of students not in accelerated math scored in the average range	Increase the percentage of students in the average range
District Math Benchmark 8th Grade	35% of students not in accelerated math scored in the average range	Increase the percentage of students in the average range

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	3803 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Provide tutoring, math intervention, homework help, etc., 846 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Provide tutoring, math intervention, homework help, 8th graders at risk of not promoting, etc.,
1.3	Increase student achievement through targeted social emotional support for students through the school social worker	School-Wide and Targeted Student Groups	9309 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide support for students and families by the social worker 2066 Title I/SWP 3000-3999: Employee Benefits Provide support for students and families by the social worker
1.4	Increase student achievement by identifying students needing support through the CST process	School-Wide and Targeted Student Groups	0

			Students will be identified by teachers and supported through the CST process
1.5	Increase student achievement through targeted Intervention with a focus on students with disabilities and Long-Term English Learners	All students	0 Students will be identified through PLCs using data to determine targeted intervention supports during our RTI rotations.
1.6	Increase student achievement in math and/or ELA by providing extra support for small group instruction	School Wide and Targeted Student Groups	10,000 Title I/SWP 1000-1999: Certificated Personnel Salaries Purchase teacher prep time to provide push in support for small group instruction
1.7	Increase student achievement in ELA by providing extra support for identified students by the Title 1 intervention teacher	School Wide and Targeted Student Groups	48710 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide reading intervention through the Title 1 intervention teacher 10812 Title I/SWP 3000-3999: Employee Benefits Provide reading intervention through the Title 1 intervention teacher
1.8	Increase student achievement through instructional support for administration through the Title 1 Coordinator	School Wide and Targeted Student Groups	5963 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide instructional support for administration through the Title 1 Coordinator 1324 Title I/SWP 3000-3999: Employee Benefits Provide instructional support for administration through the Title 1 Coordinator

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 Belonging

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.

Increase student attendance and lower chronic absenteeism through planned engagement opportunities

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 2025-2026 school year	Increase attendance rate to 95% or greater by May 1, 2026
Behavior Data	74 suspensions for the 2024-2025 school year	Decrease the number of suspensions
CA Dashboard Indicator for Suspensions	CA Dashboard indicator is green with 7.7% suspended at least once	Decrease suspension rate
CA Dashboard Indicator for Suspensions for Students with Disabilities	CA Dashboard indicator is in orange with 14.8% suspended at least once	Decrease suspension rate
CA Dashboard Indicator for Suspensions for Long-Term English Learners	CA Dashboard indicator is in green with 6.5% suspended at least once	Decrease suspension rate
CA Dashboard indicator for Chronic Absenteeism	CA Dashboard indicator is yellow with 14.2% chronically absent	Decrease chronic absenteeism
CA Dashboard Indicator for Chronic Absenteeism for Students with Disabilities	CA Dashboard indicator is in orange with 22.4% chronically absent	Decrease chronic absenteeism
CA Dashboard Indicator for Chronic Absenteeism for Long-Term English Learners	CA Dashboard indicator is in red with 21.2% 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	14625 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 3247 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 2468 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	1000 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Services to support Positive Behavior Interventions and recognition programs 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	Social worker support as a centralized district support for attendance	School Wide and Targeted	0 None Specified Centralized district support
2.5	Provide education experiences for students to increase belongingness with a focus on students with disabilities and Long-Term English Learners	All Students	10,997 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Provide extra curricular experiences to pay for registration, entrance fees, activities, and transportation
2.6	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
2.7	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
2.8	Provide opportunities for arts instruction	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 5 parents per meeting in 2024-25	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

<p>3.2</p>	<p>Ongoing Parent Outreach through planned school events and meetings with a focus on students with disabilities and Long-Term English Learners.</p>	<p>All Students</p>	<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>
<p>3.3</p>	<p>Work with Parent Liaisons for parent outreach as a Title 1 service.</p>		<p>5406 Title I/SWP 2000-2999: Classified Personnel Salaries</p> <p>1951 Title I/SWP 3000-3999: Employee Benefits</p>

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

Increase student outcomes with a minimum 3% growth in ELA, math and science 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 2025 ELA CAASPP	Goal not met. We maintained 47.75% in ELA CAASPP 2025.
IXL Reading	Increase the percentage of students at grade level	Increases made across grade levels.
Dashboard Indicator - ELA Students with Disabilities	Increase the dashboard indicator by two levels or more	Goal not met. Students with disabilities remained in the red for ELA CAASPP 2025.
Dashboard Indicator - ELA Long Term English Learners	Increase the dashboard indicator by two levels or more	Unable to report as LTELs had no performance color in 2025.
CAASPP - Math	Increase the percentage of students meeting and exceeding by 3% on the Math CAASPP 2024	Goal not met. We maintained 30% in math CAASPP 2025.
IXL Math	Increase percentage of students at grade level	Increases made across grade levels.
Dashboard Indicator - Math Students with Disabilities	Increase the range by two levels or more	Goal not met. Students with disabilities increased one performance band.
Dashboard Indicator - Math Long-Term English Learners	Increase the range by two levels or more	Unable to report as LTELs had no performance color in 2025.
CAST - Science	Increase the percentage of students meeting and exceeding by 3% on the 2025 CAST	Goal not met. We decreased 3% in CAST 2025.

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 with a focus on student with disabilities and long-term English Language Learners	Provided 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	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		student achievement None Specified D108 Data Days 0	student achievement None Specified D108 Data Days 0
Increase student achievement through targeted tutoring and homework help with a focus on students with disabilities and Long-Term English Language Learners	Increased student achievement through targeted tutoring and homework help with a focus on students with disabilities and Long-Term English Language Learners	Provide tutoring, math intervention, homework help, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 3206	Provide tutoring, math intervention, homework help, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 1802
		Provide tutoring, math intervention, homework help, 8th graders at risk of not promoting, etc., 3000-3999: Employee Benefits D102 Tutoring/Homework Support 613	Provide tutoring, math intervention, homework help, 8th graders at risk of not promoting, etc., 3000-3999: Employee Benefits D102 Tutoring/Homework Support 400
		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 278	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 with a focus on students with disabilities and Long-Term English Learners	Increased student achievement through targeted Intervention with a focus on students with disabilities and Long-Term English Learners	Students will be identified through PLCs using data to determine targeted intervention supports during our RTI rotations. None Specified D102 Tutoring/Homework Support 750	Students will be identified through PLCs using data to determine targeted intervention supports during our RTI rotations. None Specified D102 Tutoring/Homework Support 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 underspent.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Students moved indicators positively in ELA and math indicating that efforts were helping students make progress.

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 D102. MV paid out less than expected from the estimated allotted weeks to what was offered. There was a difference in the proposed cost of materials and what was actually spent. Materials were not requested for purchase.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Monte Vista will increase student achievement in math and/or ELA by providing extra support for small group instruction. We will continue to monitor CAASPP, CAST, and the CA dashboard.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 by May 1, 2025	We had 94.33% ADA for the 2024-2025 school year falling just shy of our goal.
Behavior Data	Decrease the number of suspensions	Suspensions decreased from 114 to 74 (6.5%).
CA Dashboard Indicator for Suspensions	Decrease suspension rate	Suspensions decreased moving MV from the orange to the green indicator.
CA Dashboard Indicator for Suspensions for Students with Disabilities	Decrease suspension rate	The suspension rate for students with disabilities decreased moving from red to orange.
CA Dashboard Indicator for Suspensions for Long-Term English Learners	Decrease suspension rate	The suspension rate for LTEL students decreased moving from red to green.
CA Dashboard indicator for Chronic Absenteeism	Decrease chronic absenteeism	Chronic absenteeism decreased 2.3%.
CA Dashboard Indicator for Chronic Absenteeism for Students with Disabilities	Decrease chronic absenteeism	Chronic absenteeism for students with disabilities remained the same.
CA Dashboard Indicator for Chronic Absenteeism for Long-Term English Learners	Decrease chronic absenteeism	Chronic absenteeism for LTEL students decreased moving them from red to green.

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 with a focus on students with disabilities and Long-Term English Learners	Created and Maintained Extra Curricular Activities and Engagement Opportunities with a focus on students with disabilities and Long-Term English Learners	Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, and the Spelling Bee. 1000-1999: Certificated Personnel Salaries D203	Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, and the Spelling Bee. 1000-1999: Certificated Personnel Salaries D203

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Belongingness Activities 8982	Belongingness Activities 9400
		Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, and the Spelling Bee. 3000-3999: Employee Benefits D203 Belongingness Activities 0	Teachers stipends for extracurricular activities to include contests, specialty electives, clubs, interest groups, sports, etc., such as CAO, and the Spelling Bee. 3000-3999: Employee Benefits D203 Belongingness Activities 2086
		Contest registration fees, sports league and referee fees, uniforms, extracurricular t-shirts, student committees, and other related materials and services 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 6471	Contest registration fees, sports league and referee fees, uniforms, extracurricular t-shirts, student committees, and other related materials and services 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 12546
Recognition Programs and materials to Support Positive Behavior Interventions	Created Recognition Programs and materials to Support Positive Behavior Interventions	Services to support Positive Behavior Interventions and recognition programs 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 1500	Services to support Positive Behavior Interventions and recognition programs 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 1483
Makerspace Accessibility during instructional and non-instructional times for student engagement	Makerspace was accessible during instructional and non- instructional times for student engagement	Makerspace and STEM project supplies 4000- 4999: Books And Supplies D206 Makerspace 750	Makerspace and STEM project supplies 4000- 4999: Books And Supplies D206 Makerspace 812

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement Behavior Committee focused on school-wide Positive Behavioral Interventions, Restorative Practices, and Social Emotional supports	Implemented Behavior Committee focused on school-wide Positive Behavioral Interventions, Restorative Practices, and Social Emotional supports	Teacher hourly pay for the behavior committee 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 800	Teacher hourly pay for the behavior committee 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 0
		Teacher hourly pay for the behavior committee 3000-3999: Employee Benefits D203 Belongingness Activities 178	Teacher hourly pay for the behavior committee 3000-3999: Employee Benefits D203 Belongingness Activities 0
Social worker support as a centralized district support for attendance	Social worker provided support as a centralized district support for attendance	Centralized district support None Specified None Specified 0	Centralized district support None Specified 0
Provide education experiences for students to increase connectedness with a focus on students with disabilities and Long-Term English Learners	Provided educational experiences for students to increase connectedness with a focus on students with disabilities and Long-Term English Learners	Provide extra curricular experiences to pay for registration, entrance fees, activities, and transportation 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 10,009	Provide extra curricular experiences to pay for registration, entrance fees, activities, and transportation 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 439
Provide an alternative means to suspension by utilizing counseling staff trained in the short-term Brief Intervention model to address substance use.	Provided an alternative means to suspension by utilizing counseling staff trained in the short-term Brief Intervention model to address substance use.	Centralized district support None Specified 0	Centralized district support None Specified 0
Provide exposure and practice in the arts with sequential skills leading to lifelong engagement	Provided exposure and practice in the arts with sequential skills leading to lifelong engagement	Provide materials and supplies for art 4000-4999: Books And Supplies Prop 28 Arts 18,422	Provide materials and supplies for art 4000-4999: Books And Supplies Prop 28 Arts 18197
Provide opportunities for art	Provided opportunities for art	Art Teacher Salary and/or purchase of preps, and stipends to provide more opportunities for art classes or art enrichment 1000-1999: Certificated Personnel Salaries Prop 28 Arts 36,492	Art Teacher Salary and/or purchase of preps, and stipends to provide more opportunities for art classes or art enrichment 1000-1999: Certificated Personnel Salaries Prop 28 Arts

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Art Teacher Salary and/or purchase a prep periods to provide more opportunities for art classes and enrichment 1000-1999: Certificated Personnel Salaries Prop 28 Arts 13,574	Art Teacher Salary and/or purchase a prep periods to provide more opportunities for art classes and enrichment 1000-1999: Certificated Personnel Salaries Prop 28 Arts

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 worked to address and improve campus behaviors. The MV Student Council met four times, and students used their voices to create positive change. We increased the amount of student celebrations to emphasize academic success as well as positive citizenship.

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

There were some material differences. MV overspent on stipends for extra curricular activities. MV overspent on Makerspace supplies. The behavior committee was paid through restricted funds and could not be paid for by D203 Belongingness. Student Connected funds allocated to field trips was spent on fees for sports, registrations for contest such as the Science Fair which was a new cost to Monte Vista this year. Funds were also spent on materials and supplies for enrichment and intervention, which was also a new expense to Monte Vista.

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 will continue to implement 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: 2024-25

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 to reflect our school population	We had 65 PTSC members. On average, eight parents attended PTSC meetings.
ELAC Participation	Continue to increase the number of ELAC members to reflect our school population	On average, five parents attended ELAC meetings. Our Makerspace IA called all EL families prior to meetings.

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	Provided ongoing Parent Outreach and communication through various school newsletters to parents, students, and staff	None Specified 0	None Specified
Ongoing Parent Outreach through planned school events and meetings with a focus on students with disabilities and Long-Term English Learners	Provided ongoing Parent Outreach through planned school events and meetings with a focus on students with disabilities and Long-Term English Learners	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		potential families with follow up email communication. None Specified 0	potential families with follow up email communication. None Specified 0
		Community event to promote Monte Vista's programs and increase student enrollment None Specified 0	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 the Toros 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 updates and events.

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 and our Family Liaisons to make calls to educational partners to increase participation in opportunities to provide feedback through various committees.

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	\$201,765.00
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	\$4,649.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$32,337.00
D206 Makerspace	\$750.00
Prop 28 Arts	\$68,488.00
Title I/SWP	\$95,541.00

Subtotal of state or local funds included for this school: \$201,765.00

Total of federal, state, and/or local funds for this school: \$201,765.00

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/SWP	95541	0.00
D203 Belongingness Activities	32337	0.00
D102 Tutoring/Homework Support	4649	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	4,649.00
D108 Data Days	0.00
D203 Belongingness Activities	32,337.00
D206 Makerspace	750.00
Prop 28 Arts	68,488.00
Title I/SWP	95,541.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	142,476.00
2000-2999: Classified Personnel Salaries	5,406.00
3000-3999: Employee Benefits	20,246.00
4000-4999: Books And Supplies	19,172.00
5000-5999: Services And Other Operating Expenditures	14,465.00
None Specified	0.00

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	3,803.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	846.00
None Specified	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	14,625.00
3000-3999: Employee Benefits	D203 Belongingness Activities	3,247.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	14,465.00
4000-4999: Books And Supplies	D206 Makerspace	750.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	50,066.00
4000-4999: Books And Supplies	Prop 28 Arts	18,422.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	73,982.00
2000-2999: Classified Personnel Salaries	Title I/SWP	5,406.00
3000-3999: Employee Benefits	Title I/SWP	16,153.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,833.00
Goal 2	101,575.00
Goal 3	7,357.00

School Site Council Membership

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

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

Name of Members	Role
Jessie Green	Principal
Paige Shelton-Reynolds	Classroom Teacher
Doug Brumage	Classroom Teacher
Tanya Carslile	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
Antonio Skeeters	Secondary Student
Maya Driscoll	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 12/19/25



SSC Chairperson, Tanya Carlisle on 12/19/25

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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