

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Verde Elementary	41690706045108	4/13/26	May 7, 2026

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 Verde Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Verde Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The Monte Verde Elementary School Plan for Student Achievement is a one year plan that takes into account how all students are performing academically. The SPSA focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSAs are created to support and align with the district's LCAP.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA is monitored and programs are supported by the input from three major groups of stakeholders including parents, teachers, and SSC/ELAC. The SPSA will be reviewed at the November meeting.

## 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.

Inequities were not identified in normal situations. All students have equal access to adopted grade level materials.

## 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.

Monte Verde ES overall performance: English Language Arts (BLUE); Mathematics (BLUE); English Learner Progress (ORANGE); Chronic Absenteeism (GREEN); Suspension Rate (BLUE). English Learner Progress overall performance was in the Orange category, however EL students scored in the Blue level for both English Language Arts and Math.

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.

All students groups were within one level of the "all student" indicator.

## 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 Verde Elementary. 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	0%	%	%	0		
African American	0.38%	0.57%	0.77%	2	3	4
Asian	41.62%	42.78%	42.55%	221	225	220
Filipino	21.47%	21.86%	22.05%	114	115	114
Hispanic/Latino	16.2%	13.31%	11.99%	86	70	62
Pacific Islander	1.69%	1.14%	0.97%	9	6	5
White	7.53%	7.22%	7.54%	40	38	39
Two or More Races	11.11%	13.12%	14.12%	59	69	73
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				531	526	517

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	81	89	70
Grade 1	87	83	96
Grade 2	90	86	86
Grade 3	90	92	89
Grade 4	85	91	89
Grade 5	98	85	91
<b>Total Enrollment</b>	531	526	521

#### Conclusions based on this data:

1. Student enrollment was lower than usual at the kindergarten level.
2. Student population is divided into four major groups, Filipino, Asian, Multiple races and Hispanic.
3. Our overall enrollment has slightly decreased over the past few years.

# 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	63	56	49	11.9%	10.6%	9.5%
Fluent English Proficient (FEP)	97	100	101	18.3%	19.0%	19.5%

### Conclusions based on this data:

1. Number of English Learner students decreased in 2024-25 and again in 2025-2026.
2. The California Dashboard showed that our English Learners scored in the "Green" in both ELA and Math.
3. MV redesignated English Learners scored 95.5 points above the standard in ELA and 96.6 points above standard in Math. Both of these scores are higher than our English Only students.

# 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 3	92	91	91	91	90	91	91	90	91	98.9	98.9	100
Grade 4	86	90	88	85	90	88	85	90	88	98.8	100	100
Grade 5	96	84	92	96	83	91	96	83	91	100.0	98.8	98.9
All Grades	274	265	271	272	263	270	272	263	270	99.3	99.2	99.6

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 3	2481.	2495.	2490.	54.95	57.78	52.75	15.38	20.00	25.27	20.88	14.44	15.38	8.79	7.78	6.59
Grade 4	2537.	2534.	2542.	55.29	48.89	52.27	28.24	31.11	28.41	9.41	13.33	11.36	7.06	6.67	7.95
Grade 5	2564.	2573.	2563.	43.75	48.19	48.35	35.42	33.73	27.47	12.50	10.84	14.29	8.33	7.23	9.89
All Grades	N/A	N/A	N/A	51.10	51.71	51.11	26.47	28.14	27.04	14.34	12.93	13.70	8.09	7.22	8.15

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 3	34.07	41.11	32.97	58.24	51.11	60.44	7.69	7.78	6.59
Grade 4	34.12	26.67	37.50	60.00	71.11	59.09	5.88	2.22	3.41
Grade 5	29.17	32.53	35.16	65.63	61.45	57.14	5.21	6.02	7.69
All Grades	32.35	33.46	35.19	61.40	61.22	58.89	6.25	5.32	5.93

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 3	35.16	38.89	45.05	57.14	54.44	47.25	7.69	6.67	7.69
Grade 4	37.65	36.67	39.77	57.65	58.89	53.41	4.71	4.44	6.82
Grade 5	35.42	30.12	35.16	59.38	62.65	54.95	5.21	7.23	9.89
All Grades	36.03	35.36	40.00	58.09	58.56	51.85	5.88	6.08	8.15

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 3	18.68	23.33	17.58	72.53	72.22	70.33	8.79	4.44	12.09
Grade 4	20.00	16.67	21.59	70.59	72.22	71.59	9.41	11.11	6.82
Grade 5	21.88	27.71	13.19	73.96	69.88	81.32	4.17	2.41	5.49
All Grades	20.22	22.43	17.41	72.43	71.48	74.44	7.35	6.08	8.15

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 3	38.46	41.11	38.46	51.65	55.56	54.95	9.89	3.33	6.59
Grade 4	35.29	28.89	36.36	62.35	66.67	59.09	2.35	4.44	4.55
Grade 5	39.58	40.96	42.86	53.13	54.22	52.75	7.29	4.82	4.40
All Grades	37.87	36.88	39.26	55.51	58.94	55.56	6.62	4.18	5.19

**Conclusions based on this data:**

1. Analyzing the scores in the area of reading, the % of students in the Above Standard increased 2% points to 35.19.
2. Analyzing the California Dashboard, Our students scored 65.4 points above the standard, which maintained the score from 2024-2025 with -0.8 point difference.
3. Analyzing the domains of the CAASPP shows that "Listening" is an area for growth.

# 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 3	92	91	91	91	90	91	91	90	91	98.9	98.9	100
Grade 4	86	90	88	85	90	88	85	90	88	98.8	100	100
Grade 5	96	84	92	96	84	91	96	84	91	100.0	100	98.9
All Grades	274	265	271	272	264	270	272	264	270	99.3	99.6	99.6

\* 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 3	2501.	2503.	2514.	52.75	50.00	54.95	31.87	31.11	31.87	8.79	12.22	13.19	6.59	6.67	0.00
Grade 4	2537.	2530.	2544.	45.88	38.89	51.14	29.41	36.67	27.27	20.00	20.00	15.91	4.71	4.44	5.68
Grade 5	2578.	2577.	2566.	51.04	50.00	48.35	27.08	25.00	23.08	15.63	17.86	20.88	6.25	7.14	7.69
Grade 11															
All Grades	N/A	N/A	N/A	50.00	46.21	51.48	29.41	31.06	27.41	14.71	16.67	16.67	5.88	6.06	4.44

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	57.14	58.89	61.54	41.76	36.67	35.16	1.10	4.44	3.30
<b>Grade 4</b>	58.82	43.33	50.00	34.12	50.00	43.18	7.06	6.67	6.82
<b>Grade 5</b>	58.33	48.81	53.85	34.38	45.24	32.97	7.29	5.95	13.19
<b>Grade 11</b>									
<b>All Grades</b>	58.09	50.38	55.19	36.76	43.94	37.04	5.15	5.68	7.78

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	53.85	46.67	52.75	37.36	43.33	46.15	8.79	10.00	1.10
<b>Grade 4</b>	47.06	38.89	45.45	47.06	53.33	48.86	5.88	7.78	5.68
<b>Grade 5</b>	42.71	32.14	35.16	48.96	54.76	58.24	8.33	13.10	6.59
<b>All Grades</b>	47.79	39.39	44.44	44.49	50.38	51.11	7.72	10.23	4.44

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	49.45	51.11	51.65	45.05	42.22	47.25	5.49	6.67	1.10
<b>Grade 4</b>	45.88	45.56	46.59	51.76	47.78	46.59	2.35	6.67	6.82
<b>Grade 5</b>	20.83	32.14	24.18	73.96	60.71	62.64	5.21	7.14	13.19
<b>All Grades</b>	38.24	43.18	40.74	57.35	50.00	52.22	4.41	6.82	7.04

**Conclusions based on this data:**

1. Our overall % of students scoring in the "Below Standard" range decreased to 4.44%.
2. Analyzing the California Dashboard, our Students with Disabilities scored in the "yellow" category along with our Hispanic subgroup. Our Socio-economic Disadvantaged subgroup moved to "green" along with our English Learners.
3. Our overall % of students scoring in the above standard category increased by 5% points.

# 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](http://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
<b>K</b>	1544.2	*	*	1524.9	*	*	1588.9	*	*	12	9	6
<b>1</b>	1508.0	1532.9	*	1491.7	1495.8	*	1523.8	1569.2	*	11	13	8
<b>2</b>	*	*	*	*	*	*	*	*	*	6	*	8
<b>3</b>	*	*	*	*	*	*	*	*	*	9	4	*
<b>4</b>	1517.9	*	*	1502.8	*	*	1532.4	*	*	11	8	4
<b>5</b>	*	*	*	*	*	*	*	*	*	8	6	6
<b>All Grades</b>										57	43	35

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
<b>K</b>	75.00	*	*	16.67	*	*	0.00	*	*	8.33	*	*	12	*	*
<b>1</b>	54.55	53.85	*	18.18	46.15	*	9.09	0.00	*	18.18	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	27.27	*	*	54.55	*	*	9.09	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	43.86	44.19	42.86	35.09	41.86	34.29	12.28	9.30	20.00	8.77	4.65	2.86	57	43	35

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
<b>K</b>	83.33	*	*	8.33	*	*	0.00	*	*	8.33	*	*	12	*	*
<b>1</b>	54.55	46.15	*	18.18	53.85	*	9.09	0.00	*	18.18	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	36.36	*	*	54.55	*	*	0.00	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	57.89	53.49	48.57	28.07	39.53	40.00	5.26	6.98	8.57	8.77	0.00	2.86	57	43	35

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	36.84	46.15	*	52.63	46.15	*	10.53	7.69	*	0.00	0.00	*	19	13	*
<b>2</b>	36.36	*	*	54.55	*	*	9.09	*	*	0.00	*	*	22	*	*
<b>3</b>	59.38	*	*	21.88	*	*	15.63	*	*	3.13	*	*	32	*	*
<b>4</b>	35.71	*	*	21.43	*	*	35.71	*	*	7.14	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.32	32.56	25.71	45.61	39.53	45.71	21.05	23.26	11.43	7.02	4.65	17.14	57	43	35

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
<b>K</b>	75.00	*	*	16.67	*	*	8.33	*	*	12	*	*
<b>1</b>	63.64	84.62	*	18.18	15.38	*	18.18	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	59.65	53.49	57.14	29.82	44.19	42.86	10.53	2.33	0.00	57	43	35

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
<b>K</b>	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
<b>1</b>	54.55	7.69	*	27.27	92.31	*	18.18	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	55.36	46.51	40.00	37.50	53.49	57.14	7.14	0.00	2.86	56	43	35

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
<b>K</b>	66.67	*	*	33.33	*	*	0.00	*	*	12	*	*
<b>1</b>	45.45	76.92	*	36.36	23.08	*	18.18	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.58	34.88	37.14	54.39	55.81	42.86	14.04	9.30	20.00	57	43	35

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
<b>K</b>	83.33	*	*	16.67	*	*	0.00	*	*	12	*	*
<b>1</b>	45.45	46.15	*	27.27	53.85	*	27.27	0.00	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	63.64	*	*	27.27	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	52.63	48.84	31.43	38.60	46.51	68.57	8.77	4.65	0.00	57	43	35

**Conclusions based on this data:**

1. The number of EL students has decreased over the last two years.
2. 69.2% of our English Language Learners are making progress.
3. 69.2% making progress is a 14.4% increase.

# 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
517	22.4%	9.5%	0.0%
Total Number of Students enrolled in Monte Verde Elementary.	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	49	9.5%
Foster Youth	0	0.0%
Homeless	7	1.4%
Socioeconomically Disadvantaged	116	22.4%
Students with Disabilities	41	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	0	0.0%
Asian	220	42.6%
Filipino	114	22.1%
Hispanic	62	12%
Two or More Races	73	14.1%
Pacific Islander	5	1%
White	39	7.5%

### Conclusions based on this data:

1. Our largest subgroup is 42.6%, which is our Asian subgroup. The students in that subgroup attend school regularly and are the highest performing.

2. Our number of ML students have decreased from 2021 to 2025. A few years ago our school had over 20% were English Learners and now it is less than 10%.
3. Our Hispanic population is 12%.

# School and Student Performance Data

## Overall Performance






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



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. In 2022-2023 our Absentee rate was 8.8%. Our Chronic Absenteeism rate was 4.8% in 2024-2025, which places us in the "Green" range.
2. In 2022-2023 our Hispanic subgroup was in the "Red" range for absenteeism. In 2023-2024 our Hispanic subgroup decrease absenteeism and was in the "Yellow" range and maintained "Yellow" in 2024-2025.

3. Our overall range was "Blue" for both English Language Arts and Math. Due to the number of students, 9.5%, in our EL subgroup, we do not have a color.

# School and Student Performance Data

## Academic Performance English Language Arts

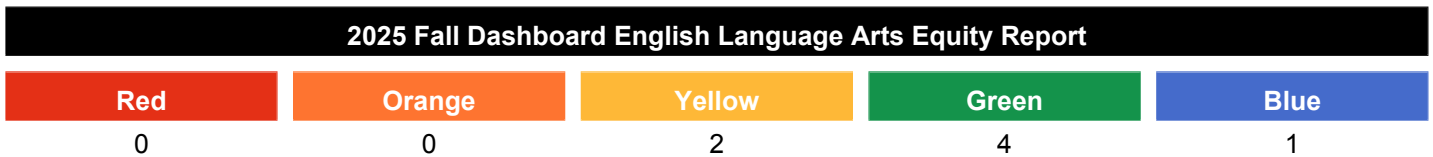
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Blue</p> <p>65.4 points above standard</p> <p>Maintained -0.8 points</p> <p>265 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>48.7 points above standard</p> <p>Declined 17 points</p> <p>37 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>35 points above standard</p> <p>Declined 20.5 points</p> <p>68 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>0 points below standard</p> <p>Declined 10.5 points</p> <p>31 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>86.7 points above standard</p> <p>Declined 6.3 points</p> <p>119 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>66.6 points above standard</p> <p>Increased 10.6 points</p> <p>60 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>8.8 points above standard</p> <p>Declined 34.3 points</p> <p>32 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>63.1 points above standard</p> <p>Declined 12.7 points</p> <p>35 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>43.9 points above standard</p> <p>Increased 33.9 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. Our Asian group moved from "Blue" in 2023-2024 to "Green" in 2024-2025. Although they scored 86.7 points above the standard, they declines 6.3 points.
2. Our Filipino subgroup scored in the "Blue" range, which is an increase from the previous year. The Filipino subgroup was our only group scoring in the "Blue" range.
3. Students in our Hispanic subgroup moved from "Green" to "Yellow" in 2024-2025 as they declined 34.3 points. This subgroup showed the largest decrease.

# School and Student Performance Data

## Academic Performance Mathematics

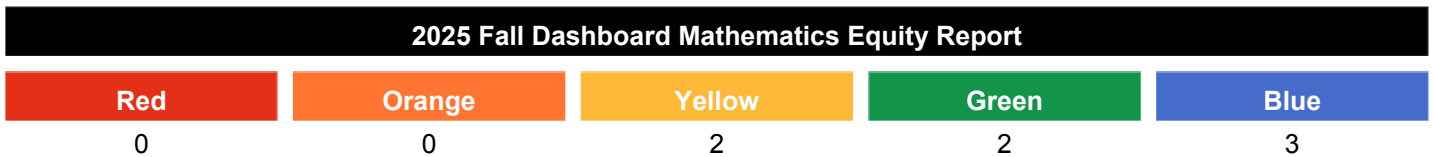
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Blue</p> <p>60.4 points above standard</p> <p>Increased 5.4 points</p> <p>265 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>52.4 points above standard</p> <p>Declined 11.5 points</p> <p>37 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>40.2 points above standard</p> <p>Declined 8.3 points</p> <p>68 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>20.3 points below standard</p> <p>Declined 11.5 points</p> <p>31 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>84.3 points above standard</p> <p>Maintained -0.2 points</p> <p>119 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>53.2 points above standard</p> <p>Increased 8.9 points</p> <p>60 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>0.5 points below standard</p> <p>Declined 11.2 points</p> <p>32 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>63.6 points above standard</p> <p>Maintained -1.4 points</p> <p>35 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>43.9 points above standard</p> <p>Increased 20.5 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. Our students with Disabilities group scored 20.3 points below the standard, which is an 11.5 point decline.
2. Our Socioeconomically Disadvantaged students performed in the "Green", maintaining their color while they declined 8.3 points.
3. Our Hispanic students scored 0.5 points below the standard, which was a 11.2 decrease in points. They moved from "green" to "yellow".

# School and Student Performance Data

## Academic Performance Science

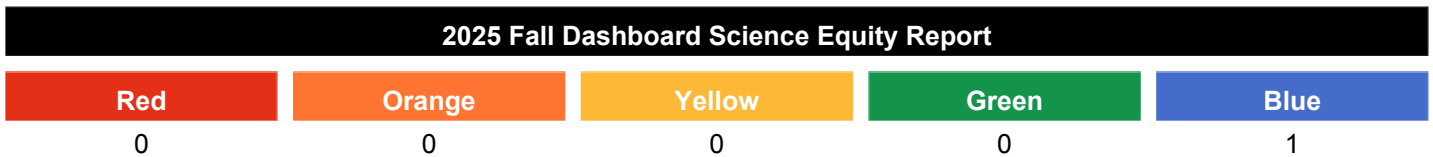
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Green</p> <p>67.8 science points</p> <p>Declined 2.2 points</p> <p>90 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>66.8 science points</p> <p>Declined 2.2 points</p> <p>17 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>66.3 science points</p> <p>Maintained 0 points</p> <p>24 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>52.8 science points</p> <p>15 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>73 science points</p> <p>Maintained -1.6 points</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>70 science points</p> <p>Increased 4.4 points</p> <p>24 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>57.9 science points</p> <p>Declined 5.6 points</p> <p>12 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>62.1 science points</p> <p>Declined 13 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

**Conclusions based on this data:**

1. Our overall average was in the "Green" for our science scores.
2. Our students ranged from 52.8 science points for Students with Disabilities to 73 science points for our Asian students.
3. Our overall science score declined 2.2 points.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 69.2 making progress. Number Students: 26 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
3.8%	26.9%	3.8%	65.4%

### Conclusions based on this data:

1. 65.4% of our English Learners progressed at least one level toward English language proficiency.
2. 3.8% of our EL students decreased one EL level, which is an improvement from the previous year.
3. 30.7% of English Learners maintained their language proficiency level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green <p>4.8% Chronically Absent</p> <p>Declined 0.9</p> <p>526 Students</p>	<p><b>English Learners</b></p>  Orange <p>7.8% Chronically Absent</p> <p>Increased 0.8</p> <p>51 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>0 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange <p>9.6% Chronically Absent</p> <p>Increased 4.6</p> <p>125 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>4% Chronically Absent</p> <p>Declined 5.4</p> <p>50 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>1.4% Chronically Absent</p> <p>Increased 1.4</p> <p>222 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>4.3% Chronically Absent</p> <p>Declined 0.8</p> <p>115 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined 4.8</p> <p>67 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>4.2% Chronically Absent</p> <p>Declined 1.5</p> <p>72 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>10.3% Chronically Absent</p> <p>Maintained -0.3</p> <p>39 Students</p>

**Conclusions based on this data:**

1. Our highest academically performing subgroup had 0% Chronically Absenteeism.
2. Our Chronic Absenteeism declined by 3.2 points, and was in the "Green" range for two years. Our lowest group, which was our "White" subgroup was in "Orange."
3. Monte Verde Chronic Absenteeism reflects students in kindergarten through fifth grade, while the academic scores only include third through fifth grades.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. As an elementary school we do not have data in the area of graduation rates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

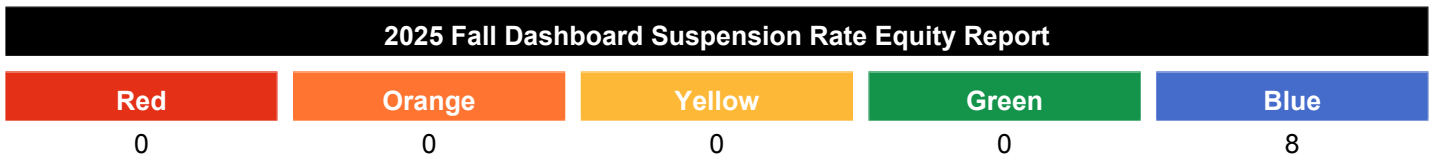
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides 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><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>527 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>51 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>125 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>51 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>222 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>116 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>67 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>72 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>

**Conclusions based on this data:**

1. The number of suspensions was maintained for all subgroups.

# 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.

**LCAP Goal 1 Academic Achievement**  
**GOAL: INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS)**

Goal Statement:  
 Students at all grade levels will be proficient in Reading Language Arts grade level standards measured by achievement at or above the proficiency level on CAASPP, District CFA assessments, Dibels, topic tests, and ELPAC.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

### Identified Need

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

The percentage of students meeting the Listening Domain is the area for growth at third through fifth grades. The percentage of students exceeding the standard overall was 17.41. 17.41% at third grade; 21.59% at fourth grade; and 1319% at fifth grade.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA Scores - All Students	CAASPP ELA Scores - All Students - "Very High" range- 60 points above standard	Increase by 2%

### 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	Means of Achievement: Increased educational opportunity  Task: Literacy Lab is a strategic reading intervention for students in first through fifth grades. The small group (5 students) is scheduled for 30 minute, five times a week. Students work at their level and receive support in the areas of phonemic awareness, phonics, sight words, fluency and	Struggling readers, the lowest 10% of the grade level at first- fifth grades.	2,226.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Literacy Lab LCAP 180

	<p>comprehension. Comprehension lessons target main idea, predicting, using context clues, sequencing, cause/effect, inference and analyzing texts. Literacy Lab serves as our Tier II level of intervention for first through third graders and Tier III level of intervention for students in fourth grades who are reading at two or more grade levels below.</p> <p>Measures: Dibels screener for students who are able to read and Beginning Phonic Survey Test (BPST) phonic assessment for beginning readers. The Literacy Lab teacher along with the classroom teachers assess students throughout their time in the program. The program is an intervention that works to have students "graduate" from the support. Students are assessed using phonics, blending/ segmenting, accuracy, fluency and comprehension.</p>		
1.2	<p><b>ACTION:GOAL 1. ACTION 2. ONGOING ASSESSMENT AND MONITORING</b></p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Use Dibels screener to assess reading level for students in grades third through fifth grades. Review data</p> <p>to Identify strengths and areas of concern. Utilize reading level to monitor instruction throughout the year.</p> <p>Purchase</p> <p>Substitutes for assessments.</p> <p>Measures: Assessments given two times a year to monitor reading progress.</p> <p>Enter data into district database.</p>	All students, kindergarten to fifth grades, will be individually assessed at least two times per year using Dibels.	
1.3	<p><b>ACTION:GOAL 1. ACTION 3. IMPROVE STUDENT ENGAGEMENT</b></p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Actively engage students during instruction everyday. Use EDI techniques during instruction. Check for understanding frequently during lessons.</p> <p>Measures: Observation and Walk-throughs</p>	All Students	
1.4	<p><b>ACTION:GOAL 1. ACTION 4. INTERVENTION/ TUTORIAL</b></p> <p>Means of Achievement: Extended learning time</p> <p>Task: Provide before or after school intervention/tutorial at grade level</p>	First and second grade students scoring below standard will receive intervention before or after school in Language Arts. Sessions will be provided by a	5,052.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries intervention/ tutorial LCAP 180

	<p>Measures: Student attendance, student performance on Literably, STAR Reading, vocabulary tests, weekly assessments.</p> <p>Student Study Team meetings, teacher observation</p>	certificated staff member.	
<b>1.5</b>	<p>ACTION:GOAL 1. ACTION 5. MATERIALS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Purchase non-fiction books for the library</p> <p>Purchase leveled reading books for Reader's Workshop</p> <p>Measures: Destiny Library System to monitor the number of non-fiction books read</p>	All Students	<p>501. LCAP At-Risk Student Support 4000-4999: Books And Supplies Purchase non-fiction library books LCAP 180</p>
<b>1.6</b>	<p>ACTION:GOAL 1. ACTION 7. TEACHER COLLABORATION</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers will meet during weekly collaboration (early dismissal) to discuss and plan standards based lessons and discuss common assessments.</p> <p>Measures: Collaboration logs</p> <p>Teacher observation</p> <p>Classroom walkthroughs</p>	All students	<p>2,000.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Hourly rate for collaboration beyond weekly collaboration LCAP 180</p>
<b>1.7</b>	<p>ACTION:GOAL 1. ACTION 8. COMMON CORE PROFESSIONAL DEVELOPMENT</p> <p>Task: Professional development to support implementation of State Standards or update PAXIS in classrooms.</p> <p>Measures: Walkthroughs</p> <p>Collaboration notes</p> <p>Teacher observation</p>	All Students	<p>300.00 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures ELA/ CCSS training LCAP 180</p>
<b>1.8</b>	<p>ACTION:GOAL 1. ACTION 9. RENAISSANCE-ACCELERATED READING</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Accelerated Reader through Renaissance will be used to test students' comprehension after a student reads a book at their level. Comprehension test will identify the level of understanding of the</p>	All students first through fifth grades	<p>8,000.00 Site Discretionary 4000-4999: Books And Supplies Renaissance Licensing-Accelerated Reading</p>

	<p>book read. Students will also be tested at least three times a year using STAR reading to determine reading level. We also have a school wide incentive to encourage students to read. Each class must read and pass 100 quizzes per month with 100% class participation. Each class will receive a trophy for the month. Word count is also calculated and students receive a t-shirt if they read a million words in a year.</p> <p>Measures: Accelerated Reader charts the students' improvement as they read books at their level. Accelerated Reader is also able to calculate the word count for students.</p>		
<b>1.9</b>	<p><b>ACTION:GOAL 1. ACTION 10. WRITERS' WORKSHOP LITERATURE</b></p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Purchase "Touchstone" Literature for Writers' Workshop</p> <p>Measures: Teacher observation</p>	All Students	<p>0. Site Discretionary 4000-4999: Books And Supplies Purchase "Touchstone" literature</p>
<b>1.10</b>	<p><b>ACTION:GOAL 1. ACTION 11. LEVELED READERS</b></p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Purchase Leveled readers for kindergarten through second grade classes.</p> <p>Measures: Teacher observation</p>	All Students in K-2	<p>0.00 Site Discretionary 4000-4999: Books And Supplies Leveled readers K-2</p>
<b>1.11</b>	<p><b>ACTION:GOAL 1. ACTION 12. READING INCENTIVES</b></p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: As explained in Goal 1. Action 9., class awards/ incentives and individual awards/ incentives correlate to Accelerated Reader participation.</p> <p>Award Word Millionaire t-shirts to students reading a million or more words.</p> <p>Award reading medals to students reading two million words.</p> <p>Award Reading Trophies to fifth grade students reading four million words over their Monte Verde career.</p> <p>Measures:Accelerated Reader class/school reports for word count</p>	All students in first through fifth grades	<p>2,700.00 Gift Fund 4000-4999: Books And Supplies reading incentives</p>

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# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

We continue to use Renaissance Accelerated Reader for comprehension quizzes after students read books at their level. The incentives are overall successful with most classes reaching the monthly goal of reading and passing 100 quizzes. The individual goal of Word Millionaire status is also successful.

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

There are some students not reading at the level to attain reading one million words in a school year. We will find an incentive for students who are improving their reading at their level.

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.

No actual changes will be made to the goal. We will be focusing on our Hispanic subgroup who decreased their percentage of students meeting the standard from 2023/2024 to 2024/2025.

# 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.

#### MATHEMATICS

GOAL: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS)

Goal Statement: Students at all grade levels will be proficient in Mathematics grade level standards measured by achievement at or above the proficiency level of District assessments, Curriculum Embedded Assessments, topic tests and CAASPP.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

### Identified Need

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

The areas of needed growth are Problem Solving and Communicating Reasoning. These scores were considerably lower at the fifth grade level in both areas.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Scores - All Students	CAASPP Math Scores- All students- "Very High" range- 56.8 points above standard	Increase by 2%

### 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	ACTION:GOAL 2. ACTION 1. ONGOING ASSESSMENT AND MONITORING  Means of Achievement: Monitoring program implementation and results  Task: Review 2019 CAASPP data Identify strengths and areas of concern. Utilize grade level Common Embedded Assessments (CEA), topic tests and performance tasks. Plan and monitor instruction throughout the year	All Students	

	Measures: Mid-year Smarter Balance style assessment along with Data reports disaggregate by proficiency levels for each class and grade level		
<b>2.2</b>	<p><b>ACTION:GOAL 2. ACTION 2. IMPROVE STUDENT ENGAGEMENT</b></p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Actively engage students during instruction</p> <p>Use Explicit Direct Instruction (EDI) techniques during instruction</p> <p>Check for understanding frequently during lessons</p> <p>Measures: Walk-through Teacher feedback</p>	All Students	<p>400.00</p> <p>LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies</p> <p>Math manipulatives for Math Expressions</p> <p>LCAP 180</p>
<b>2.3</b>	<p><b>ACTION:GOAL 2. ACTION 3. TEACHER COLLABORATION</b></p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Teachers will meet outside of the weekly collaboration (early dismissal) to discuss and plan CCSS lessons and units</p> <p>Measures: Collaboration logs</p> <p>Teacher observation</p> <p>Classroom walkthrough</p>	All students will benefit from teachers planning together and discussing classroom successes and areas of needed improvement.	<p>3,000.</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p>
<b>2.4</b>	<p><b>ACTION:GOAL 2. ACTION 4. MATERIALS</b></p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Purchase hands on manipulatives to build concrete concepts in mathematics.</p> <p>Measures: CEA; walkthroughs</p>	All Students	<p>1,000.</p> <p>Gift Fund</p> <p>4000-4999: Books And Supplies</p> <p>Materials for classrooms to support learning</p>
<b>2.5</b>	<p><b>ACTION:GOAL 2. ACTION 5. PROFESSIONAL DEVELOPMENT</b></p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Professional development to support implementation of Common Core State Standards.</p> <p>Extended collaboration</p> <p>Measures: Walkthroughs</p> <p>Collaboration notes</p>	All Students	<p>1,532.00</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Math/ CCSS training</p> <p>Site discretionary</p>

	Teacher observation		
<b>2.6</b>	<p><b>ACTION:GOAL 2. ACTION 6. MATH INTERVENTION SMALL GROUPS</b></p> <p>Means of Achievement: Extended learning time</p> <p>Task: Before and after school intervention groups targeting low performing students not meeting grade level expectations.</p> <p>Measures: CAASPP results</p> <p>CEA</p> <p>Topic tests</p> <p>Performance Tasks</p> <p>Teacher Recommendation</p> <p>Parent Recommendation</p>	<p>Students struggling with standards will attend before or after school intervention to as Tier II support. Lessons will be retaught for students and some will build number sense to assist with other standards.</p>	<p>7,268.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Math Intervention Groups LCAP 180</p> <p>2,750.00 EI Support 1000-1999: Certificated Personnel Salaries Math Intervention Groups EL Support</p>
<b>2.7</b>	<p><b>ACTION:GOAL 2. ACTION 7. RENAISSANCE-ACCELERATED MATH</b></p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Accelerated Math will be used to supplement the math instruction. Math practice will be assigned at the students' level, on grade level, above or below.</p> <p>Measures: Teachers are able to monitor improvements with the program. Reports graph the students' progress through the standards.</p>	<p>All second through fifth grade students will participate in Accelerated Math objectives and exercises which are diagnostically assigned by the teacher for either remediation or enrichment.</p>	<p>10,097.99 Gift Fund 4000-4999: Books And Supplies Renaissance Licensing for Accelerated Math 1,600.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Renaissance Licensing for Accelerated Math</p>
<b>2.8</b>	<p><b>ACTION:GOAL 2. ACTION 8. MATH NIGHT</b></p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Math Night will take place at least one night per school year.</p> <p>Students will play math games in order to encourage and promote the enjoyment of Mathematics.</p> <p>Parents will be invited to assist students playing games of they may attend Common Core informational sessions. Teachers will teach the parent sessions which will include many of the new grade level math strategies that students will be using to explain math concepts</p> <p>Measures: Math Night attendance records</p>	<p>All Students</p>	<p>2,000.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Math Night- timecards for teachers LCAP 180</p>

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

This year our district adopted a new High quality Math curriculum for students at third through fifth grades. The curriculum presentation has moved away from direct instruction and is more of a facilitation model. This has been a major shift for teachers, students and parents. It will be interesting to receive the results of the CAASPP assessment.

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

There were not any major differences between the implementation and the expenditures because the cost of the teacher trainings and the outside consultants were at the district level and not the site level.

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 revisit the goal after we receive the results of the 2025/2026 CAASPP results.

# 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.

#### Academic Achievement

GOAL: UNDUPLICATED STUDENT ACHIEVEMENT

Goal Statement: Unduplicated students which include English Learner, Socio economically disadvantaged, and Special Education students will increase scores on the 2026 CAASP 3% in order to decrease the achievement gap between the designated subgroups and their peers.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

### Identified Need

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

The California Dashboard showed that our English Learners scored in the "Green" in both Language Arts and Math. We will continue to support our English Learners and especially the 3.8% of our EL students who decreased a level of English Proficiency on the ELPAC.

### 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
CA Dashboard - English Learner ELA category & points	English Learner - ELA - "Very High"- 3.2 points below standard	English Learner - ELA - "Very High" - 2 pts above standard
CA Dashboard - English Learner Math category & points	English Learner - Math - "Very High"- 14.1 pts above standard	English Learner - Math - "Very High" - 19 pts above standard

### 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	ACTION:GOAL 3. ACTION 1. ADDITIONAL HOURS FOR BILINGUAL PARAPROFESSIONAL  Means of Achievement: Alignment of instruction with content standards  Task: Hourly payment for bilingual paraprofessional for extra hours	English Learner Students	1000.00 EI Support 2000-2999: Classified Personnel Salaries additional hours for bilingual paraprofessional EL Support 123

	Measures: observation		
<b>3.2</b>	<p>ACTION:GOAL 3. ACTION 2. INTERVENTION GROUPS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Before and after school intervention groups for our English Learners (EL), Socio-economically disadvantaged or Foster Youth students.</p> <p>Measures: Literably assessments, CRLP</p> <p>Formative Assessments</p>	English Learner Students	1,890.00 EI Support 1000-1999: Certificated Personnel Salaries intervention groups EL Support 123
<b>3.3</b>	<p>ACTION:GOAL 3. ACTION 3. ELPAC TESTING</p> <p>Means of achievement</p>	English Learner Students	0.00 EI Support 2000-2999: Classified Personnel Salaries ELPAC testing and scoring EL Support 123
<b>3.4</b>	<p>ACTION:GOAL 3. ACTION 4. Materials for EL students</p> <p>Means of achievement: Extended Learning</p> <p>Task: Purchase picture dictionaries for English Learners Purchase High Interest/Low Level reading books for students to use in small groups</p>	English Learner Students	0.00 Site Discretionary 4000-4999: Books And Supplies Materials EL Support 123

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

Our English Learner subgroup scored 48.7 points above standard in ELA and 52.4 points above standard in Math. Although these are above standard, the subgroup declined in both areas from the previous year. The number of English Learners also decreased to 9.5% of our school population.

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

Our intended expenditures were on personnel working with the students.

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 monitor the goal and determine if changes need to be made to support our students as they acquire language skills.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### SCHOOL CLIMATE/PARENT ENGAGEMENT

GOAL: ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS

Goal Statement: Students need a safe and positive environment in order to maximize learning during the day. Teachers trained to use PAXIS (PAX), a strategy to promote self regulation, will implement the strategy of the Good Behavior Game in their classrooms. There will be a decrease in the number of students sent to the office for disciplinary action with the principal. Students At Risk will be scheduled for SST Meetings. Intervention/Enrichment Groups will be implemented for identified students. Activities will be scheduled to promote school pride and self esteem.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

Student, Parent & Community Engagement Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA, DELAC, ELAC, as well as in other parent meetings as measured by attendance sign in sheets.

### 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.

Although our Chronic Absenteeism Dashboard has improved to "Green" on the California Dashboard, there are three subgroups in "Orange", which include English Learners, Socioeconomically Disadvantaged and White. We will continue to call students daily and utilize Everyday Labs to monitor and send notices.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	ACTION:GOAL 4. ACTION 1. PERSONNEL TO SUPPORT DAILY OFFICE ACTIVITY  Means of Achievement: Involvement of staff, parents and community  Task: Extra time for office staff to support the students and Monte Verde families	All Students	5639.00 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries extra office hours to support MV families LCAP 180

	Measures: Attendance records, Attendance letters, Discipline/ suspension notices, and record of students sent to the office with injuries Observation and Panoramic Survey		
4.3	ACTION:GOAL 4. ACTION 2. TRANSLATION  Means of Achievement: Involvement of staff, parents and community  Task: Provide translation for parents during conferences  Measures: Observation of need	English Learner Students	500.00 EI Support 2000-2999: Classified Personnel Salaries translators EL Support 123
4.4	ACTION:GOAL 4. ACTION 3. TECHNOLOGY MATERIALS  Means of Achievement: Increased educational opportunity  Task: Technology materials (computers and printers) will be purchased or replaced in order to support our students as they prepare for the Smarter Balanced Assessment. Additional use of technology using Google platform, Think Central, IXL, Seesaw, Literably, Renaissance and Connect Ed will enable students to build confidence using technology to answer questions and engage students with interactive platforms.  Measures: Observation of necessary materials and school site technology list	All Students	24,636.28 Gift Fund 6000-6999: Capital Outlay Computers and printers for student use 18,000 Gift Fund 6000-6999: Capital Outlay Portable sound system for outdoors for our school events
4.5			
4.6	ACTION:GOAL 4. ACTION 4. REPLACEMENT PLAYGROUND EQUIPMENT  Means of Achievement: Alignment of instruction with content standards  Task: Purchase upgraded equipment and games for recess to promote active play during recess. Purchase upgraded equipment for P.E. to increase student activity and improve California Physical Fitness scores.  Measures: Teacher observation  Decrease in principal referrals	All Students	2,000.00 Gift Fund 4000-4999: Books And Supplies Playground equipment for recess LCAP 180  0.00 Site Discretionary 4000-4999: Books And Supplies Playground equipment Site discretionary 070
4.7	ACTION:GOAL 4. ACTION 5. LIBRARY BOOKS  Means of Achievement: Alignment of instruction with content standards	All Students	1,015.00 Instructional Media 4000-4999: Books And Supplies Library Books Instructional Media 451

	<p>Task: Purchase library books and materials to repair, replace and add books to the MV collection.</p> <p>Measures: observe check out rate</p>		
<b>4.8</b>	<p>ACTION:GOAL 4. ACTION 6. P.E. SHED</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Build/Purchase Shed for P.E. equipment</p> <p>Measures: Observation of accessibility for use of P.E. equipment</p>	All Students	<p>0.00</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>P.E. shed</p> <p>LCAP 180</p>
<b>4.9</b>	<p>ACTION:GOAL 4. ACTION 7. STAFF DEVELOPMENT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Staff Development to support the Professional Learning Community (PLC)</p> <p>Staff Development to support teaching strategies to promote learning of our targeted subgroups</p> <p>Extended teacher collaboration</p> <p>Measures: Teacher Observation and Walkthroughs</p>	All Students	<p>1,605.00</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Professional Development</p> <p>LCAP 180</p> <p>4,475.44</p> <p>Site Discretionary</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Professional Development</p> <p>Site discretionary 070</p> <p>0.</p> <p>EI Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Professional Development</p> <p>EL Support 123</p>
<b>4.10</b>	<p>ACTION:GOAL 4. ACTION 8. ART IN ACTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Students will be presented ten art lessons throughout the year, first learning about master artists and then producing their own piece based on the masters' piece.</p> <p>Measures: Observation of Art in Action classes and Art Show</p>	All Students	<p>5,200.00</p> <p>Gift Fund</p> <p>4000-4999: Books And Supplies</p> <p>Art in Action Licensing</p> <p>Gift fund</p>
<b>4.11</b>	<p>ACTION:GOAL 4. ACTION 9. FIELD TRIPS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Field Trips create experiences for students outside of the classroom.</p> <p>Measures: Teacher observation</p>	All Students	<p>5000.00</p> <p>Gift Fund</p> <p>4000-4999: Books And Supplies</p> <p>Field Trips</p> <p>LCAP 180</p>

	Students gaining prior knowledge and making connections to outside world		
<b>4.12</b>	<p>ACTION:GOAL 4. ACTION 10. CUSTODIAL SUPPLIES</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Custodial supplies in order to keep the campus clean.</p> <p>Extra hours for custodian for set-up for evening events</p> <p>Measures: observation of school cleanliness</p>	All Students	<p>15,780.00</p> <p>Site Allocation</p> <p>4000-4999: Books And Supplies</p> <p>custodial supplies and extra hours for custodian</p> <p>Site allocation 759</p>
<b>4.13</b>	<p>ACTION:GOAL 4. ACTION 11. SUPPLIES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Provide materials for student use in the classroom. Purchasing materials ensures that all students have equal access the necessary items to participate in class and complete assignments.</p> <p>Measures: Teacher observation</p> <p>Principal observation</p> <p>Supply room inventory</p>		<p>15,426.56</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>Supplies</p>
<b>4.14</b>	<p>ACTION:GOAL 4. ACTION 12. MATERIALS TO SUPPORT STUDENT ENGAGEMENT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Materials to support classroom learning and student engagement</p> <p>Measures: Classroom Observations</p>	All Students	<p>0.00</p> <p>Site Discretionary</p> <p>4000-4999: Books And Supplies</p> <p>Materials</p> <p>site discretionary 070</p>
<b>4.15</b>	<p>ACTION:GOAL 4. ACTION 13. HOURLY RATE TO SUPPORT BREAKFAST SUPERVISION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Monitor students during breakfast</p> <p>Measures: Observation</p>	Students with Disabilities	<p>4,000.00</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Hourly Rate for Teachers</p> <p>LCAP 180</p> <p>1,000.00</p> <p>Site Discretionary</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Hourly Rate for classified personnel</p> <p>Site discretionary 070</p>

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# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

We continue to have our inclusive events to promote engagement/ attendance for our students. Schoolwide attendance is higher on days that we have inclusive activities.

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

We have used our Walk-a-thon fundraising efforts to pay for the activities.

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

We constantly monitor attendance, especially for particular students who receive contact every day that they are away from school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Special Education

Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAASPP ELA and Math

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4.

### 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.

Academic Achievement- Students with Disabilities meeting or exceeding CAASPP and CAA ELA and Math  
Baseline: CAASPP Monte Verde Students with Disabilities scored in the "Low" range in ELA- 30.9 points below standard  
CAASPP Monte Verde Students with Disabilities scored in the "High" range in Math- 20.4 points below standard, which was an increase of 5.5 points.

### 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
CA Dashboard- Students with Disabilities- ELA Category & points	Students with Disabilities- ELA- 0 points below standard	Students with Disabilities- ELA - 10.5 point decrease
CA Dashboard- Students with Disabilities- Math Category & points	Students with Disabilities- Math- 20.3 points below standard	Students with Disabilities- Math - 11.5 point decrease
CA Dashboard- Students with Disabilities- Chronic Absenteeism	Students with Disabilities- Chronic Absenteeism- 4% absenteeism	Students with Disabilities- Chronic Absenteeism- Improved 5.4 points

### 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
5.1	ACTION:: GOAL 5. Action 1.: ADDITIONAL HOURS FOR CERTIFICATED STAFF  Means of Achievement: Alignment of timelines to complete IEP documents- Increased educational opportunity  Task: Completing IEP legal documents and attending IEP meetings with families	Students with Disabilities	2,000.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries additional hours for certificated staff LCAP 180

	Assess students for progress on goals or initial assessments Measure: SEIS- IEP		
5.2	ACTION: GOAL 5. ACTION 2. Materials for Students with Disabilities Means of Achievement: Extended Learning Task: Purchase supplemental materials for Students with Disabilities Measures: Observation and purchase orders	Students with Disabilities	2,000.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies Materials for Students with disabilities

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

Our Students with Disabilities scores in ELA and Math decreased which was in the opposite direction of our goal. Two previous years the students in this subgroup made improvements in both ELA and Math.

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

There are not any changes to the budgeted expenditures.

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.

Changes will be made after we receive the CAASPP results for 2025/2026.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,594.27
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 (\$)
EI Support	\$6,140.00
Gift Fund	\$68,634.27
Instructional Media	\$1,015.00
LCAP At-Risk Student Support	\$39,591.00
Site Allocation	\$15,780.00
Site Discretionary	\$30,434.00

Subtotal of state or local funds included for this school: \$161,594.27

Total of federal, state, and/or local funds for this school: \$161,594.27

# 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
Site Discretionary	30219	-215.00
Instructional Media	1,015	0.00
Site Allocation	15,510	-270.00
EI Support	5457	-683.00
LCAP At-Risk Student Support	39509	-82.00
Gift Fund	68099.98	-534.29
Local Categorical	0.00	0.00
Local Categorical	0.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
EI Support	6,140.00
Gift Fund	68,634.27
Instructional Media	1,015.00
LCAP At-Risk Student Support	39,591.00
Site Allocation	15,780.00
Site Discretionary	30,434.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,398.44
2000-2999: Classified Personnel Salaries	8,139.00
4000-4999: Books And Supplies	69,120.55
5000-5999: Services And Other Operating Expenditures	300.00
6000-6999: Capital Outlay	42,636.28

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	El Support	4,640.00
2000-2999: Classified Personnel Salaries	El Support	1,500.00
4000-4999: Books And Supplies	Gift Fund	25,997.99
6000-6999: Capital Outlay	Gift Fund	42,636.28
4000-4999: Books And Supplies	Instructional Media	1,015.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	30,751.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	5,639.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	2,901.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	300.00
4000-4999: Books And Supplies	Site Allocation	15,780.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	6,007.44
2000-2999: Classified Personnel Salaries	Site Discretionary	1,000.00
4000-4999: Books And Supplies	Site Discretionary	23,426.56

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,779.00
Goal 2	29,647.99
Goal 3	2,890.00
Goal 4	104,277.28
Goal 5	4,000.00

# School Site Council Membership

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

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

Name of Members	Role
Deborah Mirt	Principal
Mary Musallam	Classroom Teacher
Melissa Wood-Yoshida	Other School Staff
Amanda Hastings	Parent or Community Member
Erin Kelly	Classroom Teacher
Connie Cosico	Parent or Community Member
Hazel Mesina	Parent or Community Member
	Parent or Community Member
Mallory Ingram	Classroom Teacher
	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 4/13/2026.

Attested:



Principal, Deborah Mirt on 04-13-2026



SSC Chairperson, Deborah Mirt on 04-13-2026

# 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](mailto: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](mailto: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](mailto: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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