



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Middle School	39-75499-6042840	April 22, 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 Vista Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the plan is to promote a continuous cycle of improvement in student achievement using all available resources in an equitable fashion. MVMS qualifies under ATSI due to our homeless students: a) academic performance in ELA and math; b) chronic absenteeism; and c) suspension rate.

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance.....	21
Academic Engagement	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	38
Goal 3.....	41
Goal 4.....	44
Goal 5.....	46
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan.....	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Appendix A: Plan Requirements	58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	61
Appendix C: Select State and Federal Programs	64

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the plan is to promote a continuous cycle of improvement in student achievement using all available resources in an equitable fashion. MVMS qualifies under ATSI due to our homeless students: a) academic performance in ELA and math; b) chronic absenteeism; and c) suspension rate.

Our plan has been developed with input from all appropriate educational partners. These educational partners include faculty, staff, parents, School Site Council, ELAC, students, Tracy Unified School District officials, and other focus groups.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Each year, the school consults with our School Site Council (September 24, 2025, January 28, 2026, March 18, 2026, April 22, 2026), the English Learner Advisory Committee (October 3, 2024, November 21, 2024, January 30, 2025), faculty leadership, faculty, staff, and to a limited extent, our leadership class students. We also take input from any parent or community group and use this input to inform our School Site Plan. For example, we have an 8-week parenting class through the Parent Institute on Quality Education (PIQE), and biweekly parent "cafes" that are open to all families. Input from these groups is essential in recognizing and understanding our parents' voices and opinions. All of the above parties have the opportunity to ask questions and share opinions about school activities and educational programs. The School Site Council, English Learner Advisory Committee, and faculty are involved in needs assessment data sessions to enable them to make informed decisions about the school plan.

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.

Our school has materials and texts for every student. Our school campus, which was originally designed as an elementary school, does have a smaller library, multipurpose room, and kitchen than some comparable middle school campuses. We share a gym with our Boys and Girls club to increase our indoor PE facility space. However, Tracy Unified School District has made enhancements in recent years to our campus through the addition of lockers in our locker room three years ago and the provision of new furniture and carpeting for the Monte Vista Library. The District also replaced the air conditioning in the cafeteria two years ago. With the introduction of Measure O in November 2024, bonds for school infrastructure improvements were passed and Monte Vista Middle School was selected for as one of the selected sites for building enhancements. The current Monte Vista Middle School improvement plans include the building of a larger multipurpose room and kitchen, a new library, and rebuilt or remodeled Visual and Performing Arts classrooms.

Monte Vista Middle School was originally added to the ATSI list of Tracy schools in 2022 primarily due to our large and underperforming Students with Disabilities (SWD) population. These students, though scoring higher each year than the year before, still scored very low on ELA and Math exams. In addition, they tended to have a higher rate of absences and suspensions. In 2024-2025, however, we qualified for ATSI due to our Homeless student indicators in the areas of chronic absenteeism, suspension rate, and academic performance in ELA and Math.

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 Vista Middle School (MVMS) had two indicators in the 2025 California Dashboard data which were in the "Red" or "Orange" performance categories: Chronic Absenteeism was Orange and the Suspension Rate was Red.

During the 2025-2026 school year, MVMS implemented three initiatives to support student attendance. First, our counseling staff worked with our leadership advisor and students to implement an attendance incentive program. Students were recognized monthly during lunches with positive attendance awards. Second, our Coordination of Services Team (COST), a cooperative group of therapists, school counselors, and administrators, met twice monthly to refer students identified as needing additional support to appropriate interventions. These interventions included addressing school avoidance with identified students. Finally, administration worked with the District to implement the School Attendance and Review Team (SART) program, which included having regular meetings with students and families who had issues with frequent absences and/or tardies.

The overall suspension rate increased 1.5% in the 2025 California Dashboard data. This number is still lower than the almost double percentage increase we saw following the return to school after COVID. We have seen a combination of potential root causes for student behavior this year including past trauma response, social skills gaps, lack of support at home, and peer conflicts. During the 2025-2026 school year, MVMS continued to implement multiple programs to support a positive and inclusive climate and reduce behavioral incidents. First, our administration and counselors delivered classroom presentations about school rules, making good choices, and social emotional supports at MVMS. Next, our counseling and behavioral team worked individually with students to support peer mediation, academic success and resiliency, and emotional regulation. Our administrative team began referring students to a new TUSD intervention center program as an alternative to suspension, to provide a setting for reflection and restorative practices, and academic support. MVMS also continued to offer our Where Everyone Belongs (WEB) program based on the Boomerang Project model to promote inclusivity through student mentors and activities for our incoming sixth graders.

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.

For ELA performance, our Homeless students scored in the red category compared to the school's overall orange performance. For Math performance, our Students with Disabilities, Homeless, and Hispanic students scored red compared to the school's yellow overall performance. Monte Vista offers a daily afterschool homework club to provide a place for students to receive academic support. During the 2025-2026 school year, we also evaluated data and intentionally pushed in paraeducators to provide additional support in classes with larger numbers of students struggling academically. For our Students with Disabilities, they received instruction in ELA and Math in co-taught classes with two teachers.

Other Needs

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

Overall School Climate Satisfaction LCAP Survey

Parents - Climate Str Agr Agree Total Percent

Q6 8.00 10.00 22.00 81.82% This school's staff motivates my child to learn

Q10 6.00 14.00 22.00 90.91% This school equips my students to learn and perform at grade level

Q23 7.00 12.00 20.00 95.00% The buildings and grounds at this school are well maintained

Q27 10.00 7.00 20.00 85.00% This school communicates the importance of respecting all cultural beliefs and practices

Q31 5.00 11.00 19.00 84.21% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q31.2 5.00 6.00 16.00 68.75% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q31.3 4.00 9.00 16.00 81.25% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q31.4 2.00 8.00 16.00 62.50% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q32 7.00 10.00 20.00 85.00% The school staff responds to me in a timely manner

Q33 13.00 6.00 20.00 95.00% The school office staff is friendly and professional

TOTAL: 67.00 93.00 191.00 83.77%

Students - Climate Str Agr Agree Total Percent

Q6 29.00 108.00 159.00 86.16% The school encourages all students to achieve at high levels

Q30 37.00 83.00 151.00 79.47% This school communicates the importance of respecting all cultural beliefs and practices

Q33 28.00 75.00 148.00 69.59% My teachers recognize the effort I put into learning

Q34 21.00 89.00 149.00 73.83% This school motivates students to learn

Q35 100.00 36.00 145.00 93.79% The office building at my school is clean and well maintained

Q35.2 38.00 81.00 148.00 80.41% The classrooms at my school are clean and well maintained

Q35.3 28.00 72.00 144.00 69.44% The cafeteria/MPR at my school are clean and well maintained

Q35.4 41.00 65.00 142.00 74.65% The gym at my school is clean and well maintained

Q35.5 8.00 32.00 148.00 27.03% The bathrooms at my school are clean and well maintained

Q36.1 55.00 82.00 149.00 91.95% The school entrance grounds at my school are clean and well maintained

Q36.2 38.00 75.00 147.00 76.87% The walkway grounds at my school are clean and well maintained

Q36.3 22.00 66.00 146.00 60.27% The playground/playarea at my school are clean and well maintained

Q36.4 24.00 59.00 146.00 56.85% The fields at my school are clean and well maintained

Q42 30.00 89.00 149.00 79.87% I work collaboratively with others

Q43 27.00 79.00 149.00 71.14% I feel comfortable participating in classroom activities

Q44 19.00 87.00 150.00 70.67% I feel safe, secure and supported at this school

TOTAL: 545.00 1178.00 2370.00 72.70%

Staff - Climate Str Agr Agree Total Percent

Q6 6.00 22.00 33.00 84.85% This school equips all students to do grade level work

Q16 15.00 17.00 32.00 100.00% Members of the school/department collaborate to achieve our school goals

Q20 6.00 18.00 32.00 75.00% The buildings and grounds at this school are well maintained

Q21 9.00 22.00 32.00 96.88% This school/department communicates the importance of respecting all cultural beliefs and practices

Q22 7.00 25.00 32.00 100.00% I am treated with respect by my colleagues at work

Q23 3.00 27.00 32.00 93.75% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q24 6.00 21.00 32.00 84.38% Our district ensures effective communication across the organization

TOTAL: 52.00 152.00 225.00 90.67%

Overall School Safety Satisfaction LCAP Survey

Parents - Safety Str Agr Agree Total Percent

Q23 7.00 12.00 20.00 95.00% The buildings and grounds at this school are well maintained

Q25 2.00 8.00 15.00 66.67% My child is safe on school grounds before school

Q25.2 5.00 10.00 18.00 83.33% My child is safe on school grounds during the day

Q25.3 4.00 10.00 17.00 82.35% My child is safe on school grounds in the classroom

Q25.4 1.00 10.00 15.00 73.33% My child is safe on school grounds after school

Q26 9.00 11.00 20.00 100.00% The rules of this school are clearly communicated to parents

TOTAL: 28.00 61.00 105.00 84.76%

Students - Safety Str Agr Agree Total Percent

Q35.1 100.00 36.00 145.00 93.79% The office building at my school is clean and well maintained

Q35.2 38.00 81.00 148.00 80.41% The classrooms at my school are clean and well maintained

Q35.3 28.00 72.00 144.00 69.44% The cafeteria/MPR at my school are clean and well maintained

Q35.4 41.00 65.00 142.00 74.65% The gym at my school is clean and well maintained

Q35.5 8.00 32.00 148.00 27.03% The bathrooms at my school are clean and well maintained

Q36.1 55.00 82.00 149.00 91.95% The school entrance grounds at my school are clean and well maintained

Q36.2 38.00 75.00 147.00 76.87% The walkway grounds at my school are clean and well maintained

Q36.3 22.00 66.00 146.00 60.27% The playground/playarea at my school are clean and well maintained

Q36.4 24.00 59.00 146.00 56.85% The fields at my school are clean and well maintained

Q39 28.00 62.00 150.00 60.00% I feel safe from gang activity and gang violence at school

Q41 53.00 86.00 149.00 93.29% I know the school rules

TOTAL: 435.00 716.00 1614.00 71.31%

Staff - Safety Str Agr Agree Total Percent

Q17 21.00 11.00 32.00 100.00% My site conducts safety drills to prepare for emergencies

Q18 15.00 16.00 32.00 96.88% I feel prepared to respond in an emergency situation

Q19 11.00 20.00 32.00 96.88% My workplace is safe

Q20 6.00 18.00 32.00 75.00% The buildings and grounds at this school are well maintained

TOTAL: 53.00 65.00 128.00 92.19%

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.67%	0.56%	0.54%	5	4	4
African American	5.59%	6.15%	5.01%	42	44	37
Asian	10.65%	10.77%	13.28%	80	77	98
Filipino	4.66%	4.06%	4.34%	35	29	32
Hispanic/Latino	64.71%	66.01%	62.33%	486	472	460
Pacific Islander	1.33%	1.54%	1.63%	10	11	12
White	9.85%	9.09%	10.30%	74	65	76
Two or More Races	2.53%	1.82%	2.57%	19	13	19
Not Reported	0%	%	%	0		
Total Enrollment				751	715	738

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	264	219	243
Grade 7	222	266	227
Grade 8	264	230	268
Total Enrollment	750	715	738

Conclusions based on this data:

1. For the 2024-2025 school year, we have 738 students, which represents an increase of 23 students from the previous year.
2. The majority of our students are Hispanic who represented 62.33% of our population in 2024-2025. Our second largest student group was Asian with 13.28%.
3. In 2024-2025, we had a slight decrease in Hispanic/Latino students and an increase in Asian students. The remaining student group percentages stayed relatively the same (within a 1.5% change).

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	230	192	181	30.6%	26.9%	24.5%
Fluent English Proficient (FEP)	222	239	236	29.6%	33.4%	32.0%
Reclassified Fluent English Proficient (RFEP)	200	218	251	26.6%	22.5%	34.0%

Conclusions based on this data:

1. Although we have continued to see a decline in the number of English Learners, approximately one quarter of our student population still struggles with the English language.
2. The number of students who are initially assessed as English Proficient upon entry declined by 1.4%.
3. The number of RFEP students continues to increase, which has been a trend these past three years. This increase may be due to the consistency of ELD teaching staff, who collaborate to identify improvement areas and intentional strategies to support 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 6	259	220	244	251	216	235	251	216	235	96.9	98.2	96.3
Grade 7	219	267	227	214	264	221	214	264	221	97.7	98.9	97.4
Grade 8	264	230	268	249	227	265	249	227	264	94.3	98.7	98.9
All Grades	742	717	739	714	707	721	714	707	720	96.2	98.6	97.6

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 6	2496.	2490.	2511.	13.55	11.11	12.34	23.51	24.07	31.49	24.30	28.70	28.94	38.65	36.11	27.23
Grade 7	2494.	2512.	2511.	7.48	14.02	13.57	21.50	21.59	23.98	26.64	26.89	20.81	44.39	37.50	41.63
Grade 8	2515.	2531.	2537.	5.22	9.25	15.53	24.90	28.63	20.45	33.33	29.52	31.06	36.55	32.60	32.95
All Grades	N/A	N/A	N/A	8.82	11.60	13.89	23.39	24.61	25.14	28.15	28.29	27.22	39.64	35.50	33.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.95	12.96	11.06	50.20	50.93	59.15	37.85	36.11	29.79
Grade 7	10.28	15.91	15.45	53.27	50.38	56.82	36.45	33.71	27.73
Grade 8	7.63	13.22	19.32	54.62	59.47	48.86	37.75	27.31	31.82
All Grades	9.94	14.14	15.44	52.66	53.47	54.66	37.39	32.39	29.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.55	6.94	14.53	47.81	52.78	61.54	40.64	40.28	23.93
Grade 7	10.28	15.97	16.36	47.20	46.39	47.27	42.52	37.64	36.36
Grade 8	6.43	10.13	16.29	55.82	48.90	47.35	37.75	40.97	36.36
All Grades	9.38	11.33	15.74	50.42	49.15	51.95	40.20	39.52	32.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.57	10.19	12.34	76.89	68.52	71.91	15.54	21.30	15.74
Grade 7	10.75	8.71	6.36	66.36	68.56	73.18	22.90	22.73	20.45
Grade 8	7.63	7.93	13.26	71.89	75.33	73.11	20.48	16.74	13.64
All Grades	8.54	8.91	10.85	71.99	70.72	72.74	19.47	20.37	16.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.55	12.50	11.49	66.14	63.43	67.23	22.31	24.07	21.28
Grade 7	10.75	16.29	13.57	60.75	56.44	60.63	28.50	27.27	25.79
Grade 8	10.44	13.66	15.91	67.07	70.04	69.32	22.49	16.30	14.77
All Grades	10.92	14.29	13.75	64.85	62.94	65.97	24.23	22.77	20.28

Conclusions based on this data:

- Overall achievement in ELA at Monte Vista has increased over the last few years. In comparing the 2023-2024 school year to the 2024-2025 school year, we see these findings. Eighth grade was the only group that saw a decline in the percentage of students who met or exceeded the standards. Sixth-grade ELA students gained 8.65 percentage points in the exceeding or meeting categories. Seventh-grade ELA students gained 1.94 percentage points in the exceeding or meeting categories. Eighth-grade ELA students lost 1.9 percentage points in the exceeding or meeting categories. Collectively, MVMS students increased ELA scores by 2.82 percentage points in one year.
- Achievement schoolwide continued to increase in all areas except Research Inquiry. Reading achievement showed a 1.3 percent increase in students above standard overall. The percentage of students above standard in Writing increased by 4.41 percent. Listening scores increased by 1.94 percent in students above standard overall.
- Scores of students above standard in Research Inquiry decreased slightly by 0.5% schoolwide overall. However, the percentage of students who scored Below Standard in Research Inquiry decreased in all three grades, which showed growth as more students achieved at a Near, At, or Above Standard level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	259	220	244	255	216	244	255	216	244	98.5	98.2	100
Grade 7	219	267	227	217	266	226	217	266	225	99.1	99.6	99.6
Grade 8	264	228	268	260	227	268	260	227	268	98.5	99.6	100
All Grades	742	715	739	732	709	738	732	709	737	98.7	99.2	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2480.	2476.	2502.	12.16	14.35	18.03	10.98	11.57	16.80	28.63	26.85	27.46	48.24	47.22	37.70
Grade 7	2480.	2488.	2499.	9.68	8.65	14.22	12.44	16.92	14.22	24.42	22.93	20.89	53.46	51.50	50.67
Grade 8	2465.	2480.	2478.	4.23	11.01	8.96	8.46	6.17	11.57	20.38	19.82	18.28	66.92	63.00	61.19
Grade 11															
All Grades	N/A	N/A	N/A	8.61	11.14	13.57	10.52	11.85	14.11	24.45	23.13	22.12	56.42	53.88	50.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.59	9.26	16.80	41.18	39.35	41.80	48.24	51.39	41.39
Grade 7	8.76	11.65	12.89	38.25	34.59	36.00	53.00	53.76	51.11
Grade 8	4.23	7.93	10.45	38.46	33.92	29.48	57.31	58.15	60.07
Grade 11									
All Grades	7.79	9.73	13.30	39.34	35.83	35.55	52.87	54.44	51.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.98	9.26	13.93	45.49	46.76	50.41	43.53	43.98	35.66
Grade 7	9.68	10.15	12.44	45.16	46.99	48.44	45.16	42.86	39.11
Grade 8	6.54	11.01	10.07	46.54	47.58	48.13	46.92	41.41	41.79
All Grades	9.02	10.16	12.08	45.77	47.11	48.98	45.22	42.74	38.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.20	13.43	13.52	56.86	54.17	60.25	32.94	32.41	26.23
Grade 7	9.22	9.02	13.78	55.30	58.65	59.11	35.48	32.33	27.11
Grade 8	3.46	6.17	9.70	54.23	56.83	52.24	42.31	37.00	38.06
All Grades	7.51	9.45	12.21	55.46	56.70	56.99	37.02	33.85	30.80

Conclusions based on this data:

1. From the 2023-24 school year to the 2024-25 school year, Monte Vista math achievement continued to increase a second year, with 4.69% growth in the meeting or exceeding standards categories. Sixth-grade students made the most growth and increased scores in these categories by 8.89%.
2. Achievement in Concepts & Procedures showed the greatest growth with a 3.57% increase in overall achievement (students above standard). 6th grade had the most significant increase in this area.
3. Achievement in Communicating Reasoning showed a 2.76% increase in overall achievement. 7th grade had the most significant increase in this area.

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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1541.3	1542.0	1533.5	1547.6	1553.5	1538.4	1534.6	1529.8	1528.1	87	74	69
7	1561.2	1559.4	1551.4	1569.2	1569.1	1573.6	1552.8	1549.2	1528.8	64	66	58
8	1552.0	1558.3	1575.1	1552.7	1580.9	1596.8	1550.9	1535.1	1552.9	71	52	59
All Grades										222	192	186

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	33.33	35.14	33.33	32.18	33.78	36.23	26.44	10.81	15.94	8.05	20.27	14.49	87	74	69
7	50.00	34.85	32.76	25.00	40.91	31.03	10.94	16.67	20.69	14.06	7.58	15.52	64	66	58
8	33.80	44.23	37.29	32.39	21.15	35.59	14.08	7.69	18.64	19.72	26.92	8.47	71	52	59
All Grades	38.29	37.50	34.41	30.18	32.81	34.41	18.02	11.98	18.28	13.51	17.71	12.90	222	192	186

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	52.87	58.11	53.62	34.48	17.57	27.54	6.90	8.11	4.35	5.75	16.22	14.49	87	74	69
7	65.63	57.58	53.45	17.19	25.76	24.14	4.69	9.09	10.34	12.50	7.58	12.07	64	66	58
8	50.70	57.69	59.32	22.54	15.38	28.81	9.86	3.85	8.47	16.90	23.08	3.39	71	52	59
All Grades	55.86	57.81	55.38	25.68	19.79	26.88	7.21	7.29	7.53	11.26	15.10	10.22	222	192	186

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.20	9.46	10.14	27.59	20.27	28.99	36.78	39.19	30.43	26.44	31.08	30.43	87	74	69
7	20.31	21.21	5.17	32.81	21.21	17.24	26.56	37.88	48.28	20.31	19.70	29.31	64	66	58
8	16.90	5.77	10.17	28.17	30.77	37.29	25.35	26.92	27.12	29.58	36.54	25.42	71	52	59
All Grades	14.86	12.50	8.60	29.28	23.44	27.96	30.18	35.42	34.95	25.68	28.65	28.49	222	192	186

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.69	28.38	15.94	64.37	55.41	65.22	14.94	16.22	18.84	87	74	69
7	17.19	15.15	22.41	64.06	65.15	53.45	18.75	19.70	24.14	64	66	58
8	8.45	32.69	33.90	69.01	40.38	47.46	22.54	26.92	18.64	71	52	59
All Grades	15.77	25.00	23.66	65.77	54.69	55.91	18.47	20.31	20.43	222	192	186

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	85.06	71.62	76.81	9.20	10.81	8.70	5.75	17.57	14.49	87	74	69
7	84.38	86.36	79.31	3.13	6.06	12.07	12.50	7.58	8.62	64	66	58
8	73.24	73.08	84.75	11.27	3.85	10.17	15.49	23.08	5.08	71	52	59
All Grades	81.08	77.08	80.11	8.11	7.29	10.22	10.81	15.63	9.68	222	192	186

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	14.94	10.81	13.04	41.38	40.54	33.33	43.68	48.65	53.62	87	74	69
7	21.88	22.73	8.62	40.63	42.42	32.76	37.50	34.85	58.62	64	66	58
8	23.94	17.31	25.42	33.80	40.38	30.51	42.25	42.31	44.07	71	52	59
All Grades	19.82	16.67	15.59	38.74	41.15	32.26	41.44	42.19	52.15	222	192	186

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	26.44	13.51	24.64	63.22	77.03	60.87	10.34	9.46	14.49	87	74	69
7	32.81	15.15	6.90	54.69	78.79	84.48	12.50	6.06	8.62	64	66	58
8	11.27	3.85	3.39	70.42	73.08	94.92	18.31	23.08	1.69	71	52	59
All Grades	23.42	11.46	12.37	63.06	76.56	79.03	13.51	11.98	8.60	222	192	186

Conclusions based on this data:

1. There was a 3.9% decrease in the number of students scoring a 4 in the 2024-2025 school year when compared to the 2023-2024 school year. There was a 4.5% increase in the number of students receiving a 3. We had seen an increase in the number of students receiving a 4 in 2023-2024, and a corresponding increase in the number of RFEPs during the year 2024-2025 school year.
2. There was a 4.2% decrease in students scoring a 1 on the ELPAC in 2024-2025, bringing our results back to a similar percentage as during the 2022-2023 school year. We had seen an increase in 2023-2024 believed to coincide with an increase in Newcomers for that school year. Our number of incoming Newcomers declined in 2024-2025.
3. The most significant growth in the percentage of students scoring Well Developed was in the Speaking domain in 2024-2025, with approximately a 3% increase.

School and Student Performance Data

Student Population

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
738	82.5%	24.5%	0.4%
Total Number of Students enrolled in Monte Vista Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	24.5%
Foster Youth	3	0.4%
Homeless	55	7.5%
Socioeconomically Disadvantaged	609	82.5%
Students with Disabilities	94	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	5%
American Indian	4	0.5%
Asian	98	13.3%
Filipino	32	4.3%
Hispanic	460	62.3%
Two or More Races	19	2.6%
Pacific Islander	12	1.6%
White	76	10.3%

Conclusions based on this data:

1. Our largest population continues to be our Hispanic population at 62.3% of our student body. We also have approximately 1/4 of our students who are English learners. This supports the need for continued services to provide translation for families, parent outreach, and cultural events and curriculum relevant to these students.
2. 82.5% of our student population lives in poverty which is higher than the state of California average of 63.6%. Our homeless population at 7.5% also exceeds the state average by 3.5% points. Many of these students and families will benefit from continued counseling and outreach support due to higher needs.
3. At 12.7% our percentage of students with disabilities stayed relatively the same to the 2024 California Dashboard numbers. This percentage of students may be a low estimate as we have students with disabilities each year who enroll after the CBEDs count.

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner progress remains in the blue which exceeds the California state English Learner progress which is in yellow. Academic performance in Math and English Language Arts continued to show growth with an increase of 11.9 points in Math and 6.7 points in English. However, our 2025 California Dashboard indicators for these academic disciplines remains in yellow.

2. Chronic absenteeism has decreased to orange with the largest absences from our African American and Homeless populations.
3. We have continued to see higher discipline rates than pre-COVID. Our performance level of students suspended at least one day declined from yellow to red for the 2025 California Dashboard data. However, we saw a decrease in severe behaviors and the number of longer suspensions during this period. This will be a continued area of growth for the coming year.

School and Student Performance Data

Academic Performance English Language Arts

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 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		
All Students Yellow 27 points below standard Increased 6.7 points 687 Students	English Learners Orange 63.1 points below standard Maintained 2.7 points 295 Students	Long-Term English Learners Orange 81 points below standard Increased 5.1 points 116 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless Red 88.5 points below standard Declined 3.1 points 52 Students	Socioeconomically Disadvantaged Yellow 43.1 points below standard Increased 3.7 points 570 Students

Students with Disabilities  Orange 98.6 points below standard Increased 36.6 points 88 Students	African American  Yellow 58.7 points below standard Increased 19.5 points 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Green 22.3 points above standard Maintained -2.4 points 93 Students	Filipino  No Performance Color 56.2 points above standard Increased 10.2 points 30 Students	Hispanic  Orange 45.7 points below standard Maintained 0.4 points 432 Students
Two or More Races  No Performance Color 20.4 points below standard Increased 3.9 points 18 Students	Pacific Islander  No Performance Color 32.3 points below standard Increased 42.5 points 11 Students	White  Yellow 5.2 points below standard Increased 12 points 70 Students

Conclusions based on this data:

1. As a group, Students with Disabilities scored lowest at 98.6 points below standard. However, they showed growth with a 36.6 point increase. Our Homeless student population was the one group that declined in the 2025 Dashboard data. This group scored 88.5 points below standard.
2. Asian students continued to score well, with Asian students scoring 22.3 points above the standard.
3. Our Pacific Islander and African American students, and Students with Disabilities have shown the greatest growth, having increased scores by 42.5, 19.5, and 36.6 points respectively.

School and Student Performance Data

Academic Performance Mathematics

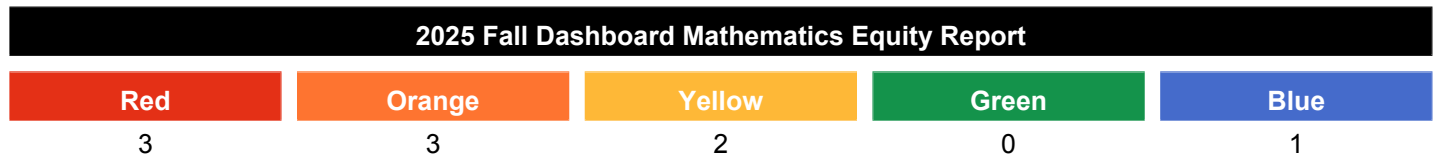
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
All Students  Yellow 71.7 points below standard Increased 11.9 points 696 Students	English Learners  Orange 109.5 points below standard Increased 13.2 points 304 Students	Long-Term English Learners  Orange 141.6 points below standard Increased 10.2 points 116 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Red 138.4 points below standard Declined 12 points 54 Students	Socioeconomically Disadvantaged  Yellow 90.4 points below standard Increased 7.6 points 579 Students

Students with Disabilities  Red 163 points below standard Declined 4.4 points 88 Students	African American  Orange 95.1 points below standard Increased 9.9 points 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Blue 11.6 points above standard Increased 27.9 points 96 Students	Filipino  No Performance Color 13 points above standard Increased 21.7 points 30 Students	Hispanic  Red 99.9 points below standard Maintained 1.4 points 437 Students
Two or More Races  No Performance Color 26.4 points below standard Increased 31.3 points 18 Students	Pacific Islander  No Performance Color 62.1 points below standard Increased 51.5 points 11 Students	White  Yellow 54.5 points below standard Increased 7.7 points 71 Students

Conclusions based on this data:

1. While our students continue to be 71.7 points below standard on average, most have increased or maintained math achievement, with an average increase of 11.9 points.
2. Our Asian, Filipino, and Pacific Islander students, English Learners, and Students with Two or More Races increased their average math achievement levels by more points than our school's average growth of 11.9 points.
3. The school's Students with Disabilities and Homeless both declined in overall math achievement.

School and Student Performance Data

Academic Performance Science

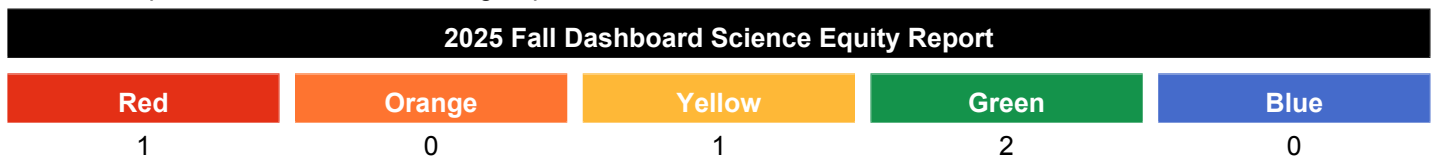
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
All Students Green 49.1 science points Increased 3.3 points 256 Students	English Learners Yellow 41.9 science points Increased 3.7 points 114 Students	Long-Term English Learners Red 34.4 science points Maintained -0.2 points 45 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 40.8 science points Maintained 0.8 points 23 Students	Socioeconomically Disadvantaged Green 46.5 science points Increased 2.4 points 220 Students

Students with Disabilities  No Performance Color 35.3 science points Increased 2.7 points 39 Students	African American  No Performance Color 44.7 science points Maintained 1.4 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 58.9 science points Increased 14 points 35 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Green 46 science points Increased 2.8 points 161 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 49.7 science points Declined 10 points 23 Students

Conclusions based on this data:

1. Our overall science achievement was in the green for the 2025 California Dashboard data. Our school implements STEM units as part of a district initiative, which may be helping with our achievement.
2. Long-Term English Learners had the lowest level of achievement in science, possibly due to the large amount of academic vocabulary in this discipline.
3. Our Hispanic and Socioeconomically Disadvantaged student groups both had green indicators, with approximately 46 science 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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Green
75 making progress.	71.6 making progress.
Number Students: 164 Students	Number Students: 88 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.9%	20.1%	9.1%	65.9%

Conclusions based on this data:

- English Learner achievement remains high.
- Approximately 29% percent of the EL students maintained their ELPI level.
- Approximately 75% of all EL students at Monte Vista progressed at least one ELPI level or maintained a four, the highest level possible, earning the school performance level as rated Very High, which is the highest rating possible.

School and Student Performance Data

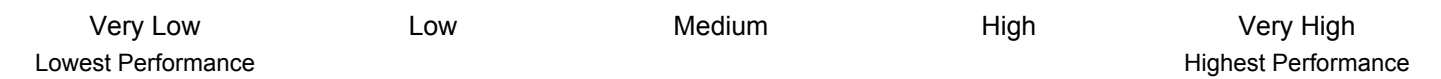
Academic Performance College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance 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.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

22.1% Chronically Absent

Declined 1.7

783 Students

English Learners



Yellow

16.7% Chronically Absent

Declined 4.7

240 Students

Long-Term English Learners



Yellow

17.3% Chronically Absent

Declined 1.7

127 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



Red

38.1% Chronically Absent

Increased 3

63 Students

Socioeconomically Disadvantaged



Orange

23.9% Chronically Absent

Declined 1.9

660 Students

Students with Disabilities  Orange 26.5% Chronically Absent Declined 8.2 102 Students	African American  Red 41.5% Chronically Absent Increased 10.4 41 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Green 8.7% Chronically Absent Declined 4.6 104 Students	Filipino  No Performance Color 14.7% Chronically Absent Increased 4.4 34 Students	Hispanic  Orange 22.7% Chronically Absent Declined 2.3 484 Students
Two or More Races  No Performance Color 36.4% Chronically Absent Increased 29.2 22 Students	Pacific Islander  No Performance Color 30.8% Chronically Absent Declined 30.8 13 Students	White  Orange 23.8% Chronically Absent Declined 1.3 80 Students

Conclusions based on this data:

- Overall, 22.1% of all students experienced chronic absenteeism, a decrease over the previous year.
- Asian students had the lowest rate of absenteeism.
- All student subgroups experienced overall declines in chronic absenteeism except our Homeless, African American, Filipino students and Students with Two or More Races.

School and Student Performance Data

Academic Engagement Graduation 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

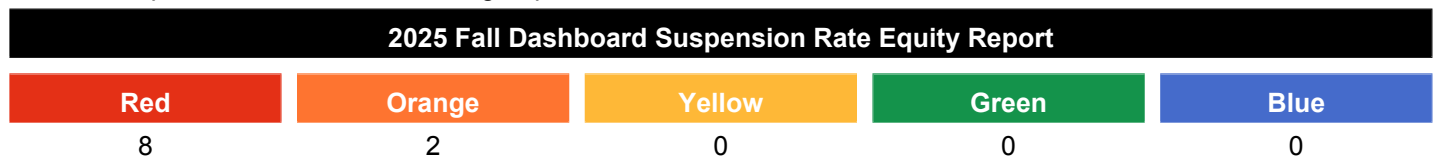
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Red 14.8% suspended at least one day Increased 1.6% 800 Students	English Learners  Red 17% suspended at least one day Increased 4.5% 247 Students	Long-Term English Learners  Red 18.3% suspended at least one day Maintained 0.2% 131 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Red 23.8% suspended at least one day Increased 11.1% 63 Students	Socioeconomically Disadvantaged  Red 15.7% suspended at least one day Increased 1.5% 675 Students

Students with Disabilities  Orange 21.2% suspended at least one day Declined 0.3% 104 Students	African American  Red 25.6% suspended at least one day Increased 4.7% 43 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Red 12.7% suspended at least one day Increased 4.8% 110 Students	Filipino  Orange 11.4% suspended at least one day Increased 1.4% 35 Students	Hispanic  Red 14.1% suspended at least one day Increased 0.7% 490 Students
Two or More Races  No Performance Color 22.7% suspended at least one day Increased 15.6% 22 Students	Pacific Islander  No Performance Color 23.1% suspended at least one day Maintained 0% 13 Students	White  Red 13.4% suspended at least one day Increased 2.3% 82 Students

Conclusions based on this data:

1. Overall, our suspension rate of 14.8% increased by approximately 1.5% from the prior year.
2. All subgroups increased or maintained in suspension rates except Students with Disabilities who declined slightly.
3. We have continued to see higher suspension rates than pre-COVID. However, we saw a decrease in severe behaviors and the number of longer suspensions during this period. This will be a continued area of growth for the coming year.

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.

Goal 1

Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare each student for college and careers and ensure each student meets grade-level standards with a focus on narrowing the achievement gap between each student group using accelerated learning and tiered supports.

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.

Students achieving at low levels in ELA and Math.

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
State Standardized tests/ SBAC	SBAC 2024-2025 Grade 6 ELA 44% met or exceeded standard; Grade 7 ELA 38% met or exceeded standard; Grade 8 ELA 36% met or exceeded standard; Grade 6 Math 35% met or exceeded standard Grade 7 Math 28% met or exceeded standard Grade 8 Math 21% met or exceeded standard	SBAC 2025-2026 Grade 6 ELA 46% will meet or exceed standard; Grade 7 ELA 40% will meet or exceed standard; Grade 8 ELA 38% will meet or exceed standard; Grade 6 Math 37% will meet or exceed standard Grade 7 Math 30% will meet or exceed standard Grade 8 Math 23% will meet or exceed standard
FastBridge Assessment	aReading 2025-2026 Fall College Pathway Level 18% Low Risk Level 29% Some Risk Level 20% High Risk Level 33% aMath College Pathway Level 19% Low Risk Level 27% Some Risk Level 30% High Risk Level 24%	aReading 2026-2027 College Pathway Level 20% Low Risk Level 31% Some Risk Level 18% High Risk Level 31% aMath College Pathway Level 21% Low Risk Level 29% Some Risk Level 28% High Risk Level 22%

--	--	--

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	Intervention strategies to support academic achievement: 1a6: Student agendas (\$8,200) (3010) 1a11: Library books (\$2,000) (3010) 1a12-17: Supplemental classroom supplies (\$5,600) (Site) (3010) 1b3, 1b4: Bilingual Clerk Translator (\$65,305) (Site) (3010) 1b5, 1b6: Bilingual Parent Liaison split 40/60 with District (\$25,525) (0709) (0710) 1c1-1c7: AVID (\$25,311) (0709) 1c8: Provide supplemental math and ELA intervention to at-risk students through IXL or comparable program (\$16,000) (3010) 1c10: SST Coordinator (\$2,173) (0709) 1c11: Field trips for academic language (\$15,000) (3010) Afterschool academic intervention room (\$0/District funded staffing) Read 180 intervention program (\$0 District funded) Strategies to support teachers in continuous improvement of instruction and growth in student achievement: 1a5, 1a9: Professional development and collaboration to increase student achievement (\$27,000) (3010) Technology and supplies to support student learning: 1e2, 1e3: Technology improvements - repairs, replacement of old technology, software license (\$10,850) (3010) (0709) 4a1: School-wide support - copies, office supplies, FedEx, warehouse, laminating, postage (\$70,825) (Site) (3010) (0709) 4a3: RICOH/RISO maintenance agreement (\$8,250) (Site) (3010)	All students	29,811 LCFF Site 182,869 Title I 3010 45,050 LCFF - Supplemental 0709 24,309 LCFF - Supplemental 0710

Annual Review

SPSA Year Reviewed: 2025-26

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.

Monte Vista Middle School's teachers are dedicated to ensuring all our students have access to grade-level curriculum and meet California's content standards. We have had steady success in increasing overall achievement in ELA and Math; however, we continue to remain in the yellow for both indicators on the California Dashboard. The school's Students with Disabilities and Homeless both declined in overall math achievement this year and Homeless declined in ELA as well. We will need to focus on refining supports for these student populations in 2026-2027.

Our teaching team at MVMS is composed of a mixture of both veteran and newer teachers, to either the site or the teaching profession. To support our newer educators and ensure all our teachers effectively collaborate together to analyze student progress and identify interventions, we have continued to provide rigorous and relevant professional development and collaborative planning time. We will continue to provide collaboration time and District, site, and external professional development sessions in 2026-2027 so that our students receive the accelerated learning and tiered supports necessary to be prepared for their futures. MVMS has diverse demographic groups and significant English learner and Special Education populations, and our instructional practices correspondingly must include strategic scaffolds to promote universal access to curriculum.

This past year our in-person professional development sessions focused on reviewing Universal Design for Learning (UDL) practices and reviewing effective teaching strategies to support students with academic language. With Tracy Unified School District's continued focus on STEM, we have a multi-disciplinary Instructional Leadership Team (ILT) who provides their colleagues with professional learning sessions tailored to address identified instructional needs for continued improvement. This team meets regularly and shares ongoing updates on STEM initiatives, and this year they also supported staff in the piloting of the District's new science assessments. In addition, MVMS provides annual professional development on school and employee safety and SEL to promote a positive school climate. We have had the following additional in-house professional development sessions: Keenan Trainings, Evaluation Information Training, IEP Compliance Training, Violence in the Workplace Training, ELlevation Training (software to review/enter our English learner data), Prism Training, Chemical Hygiene and Safety Training, SBAC Training, Active Shooter Training, and team building. As we continued to offer co-taught classes for ELA and Math this year to provide services and inclusive access for our Special Education students, our teaching teams also participated in collaboration training provided by the District to review effective models for paired teaching.

Our faculty has worked together over the past seven years to perfect the work of their Professional Learning Communities (PLCs). However, recognizing the integration of newer teachers, we sent a sixth-grade teaching team to a Solution Tree conference this year, where they learned research-based practices to create effective teams and tools to intentionally plan interventions for students. In prior years, we have had faculty attend PLC conferences, including sessions targeting creating success among diverse populations and implementing equitable grading practices. Our faculty continues to regularly collaborate to assess instructional practices and student growth and identify and plan targeted interventions to close the achievement gap. Many of our faculty also participate in District curriculum initiatives and bring this information back to their PLCs. For example, we have math teachers on the TUSD math adoption committee who will be piloting new curriculum next year.

The remaining Goal 1 activities helped support our students in many different ways. We provide agendas to every student to help them keep track of their assignments and facilitate parent communication. Our SST Coordinator was key in identifying at-risk students and then helping to support these students. Our Clerk Translator and Parent Liaison, both full-time positions, were instrumental in providing a link for our Spanish speaking parents during the school day, at parent events, and during IEPs so they could better help their students succeed academically and socially. Our fieldtrips this year to science camp, the Exploratorium, and Delta College for AVID provided students with hands-on STEM experiences and academic vocabulary exposure.

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

There was little difference between our intended budget and our actual expenditures. We continued to use Prop 28 funds to have an additional music section (music appreciation), and we added a purchase of instruments using Prop 28 funds to grow the program.

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.

There is little overall change to Goal #1, however we will be shifting the focus of some of our professional learning next year to reflect a District-wide change in our Special Education delivery model. For our 6th grade students with IEPs, we will be moving from offering co-taught classes for ELA and Math to providing a Collaborative Teaching Model. In this new model, we will provide students with a combination of push-in support and intentionally planned intervention groups in a site Learning Center. We will continue to refine our PLC practices and knowledge of Universal Design for Learning strategies to identify and implement regular intervention lessons in our Learning Center. We have also added a budgetary item to provide supplemental math and ELA intervention to at-risk students through IXL or a comparable program in our Learning Center and core classes.

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.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for each student and staff member.

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.

This goal is extremely important for our campus due to our high numbers of low SES, Special Education, and EL students. Achieving LCAP Goal 1 is predicated on reaching LCAP Goal 2. Our students must feel supported and valued to be successful. Many of our students come with multiple struggles, including low parental involvement, poverty, learning disabilities, mental health issues, low reading ability, achievement gaps, violent cultural norms, and a lack of English fluency. Building a positive culture and community on campus, with SEL supports built into the curriculum, is of utmost importance. In addition, we must continually work on student-staff relationships to promote trust among students, staff, and families. Our objective is to remove barriers to learning to the greatest extent possible. According to our LCAP student and parent surveys we have seen a slight decrease in overall parent and staff school climate satisfaction, highlighting the importance of Goal #2 and outreach to families. The student needs assessments showed a slight increase in overall school climate satisfaction. Safety survey results showed a decrease in overall parent satisfaction and an increase in overall student satisfaction. The lowest indicators in school climate and safety satisfaction came from the parent needs assessment in their comfort speaking with counselors, highlighting the need for parent outreach. Students had concerns about the area of school cleanliness, which most likely reflects frequent absences and rotation of custodial staff. Although we had seen a decline in our suspension numbers in 2023-2024, we saw an increase again in 2024-2025 which we will need to address. We also saw an increase in suspensions and absences in our 2025 Dashboard data despite ongoing social-emotional supports (counseling, progressive discipline, educational presentations in classrooms, and an attendance incentive program).

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
TUSD Stakeholder Survey: Students, Staff, and Parents - Climate TUSD Stakeholder Survey: Students, Staff, and Parents - Safety	Climate Approval: Parents = 84% Students = 73% Staff = 91% Safety Approval: Parents = 85% Students = 71% Staff = 92%	Climate Approval: Parents = 86% Students = 75% Staff = 93% Safety Approval: Parents = 87% Students = 73% Staff = 94%
DataQuest Discipline Data	Suspensions (percent of students): 2022-2023: 17.81 2023-2024: 13.1 2024-2025: 14.75 Expulsions (percent of students): 2022-2023: 1.2	Suspensions: 10% or less Expulsions: less than 1%

	2023-2024: 1.53 2024-2025: 1.25	
--	------------------------------------	--

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	Foster and create a safe and inclusive environment: 2a8: Positive awards assemblies and recognition for grades and behavior, including reclassification awards and 8th grade promotion assembly (\$6,000) (Site) 2a11: Positive Behavioral Interventions and Supports (PBIS) collaborative implementation team and recognition incentives (\$2,900) (Site) (3010) 2a12: Lanyards/IDs for safety/belonging - making students feel like a part of the school, safety (\$400) (Site) 2a14: Where Everybody Belongs/WEB program - making students feel like they belong to the school (\$2,000) (3010) 2a16: San Joaquin County/MVMV Literacy Project (\$1,300) (0709) 2a18: Team Competition Fees: Math Counts, Science Olympiad (\$1,600) (3010) 360, Inc. full-time behaviorist (\$0 District funded) Coordination of Services Team and Valley Community Counseling staff services (\$0 District funded) Second Step social emotional education curriculum (\$0 District funded) Digital hall pass pilot system (\$0 District funded) Increase parent involvement and education to support a positive school environment and equitable access: 2d6: Increase parent involvement through back-to-school night, open house, and STEM community night (\$2,000) (3010) 2d7: Coffee chats and parent cafe facilitated by Parent Liaison to promote parent involvement and education (\$1,500) (3010) 2d9: Translator for afterschool events - (\$3,000) (3010) (0709) PIQE parenting classes (Parent Involvement for a Quality Education) - reaching out to serve community - (\$0 District funded)	All students	7,300 LCFF Site 11,100 Title I 3010 2,300 LCFF - Supplemental 0709

Annual Review

SPSA Year Reviewed: 2025-26

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.

All of the programs listed have contributed to promoting a positive, healthy, safe, and equitable culture at Monte Vista Middle School. We have two types of categories of programs that focus on this goal. First, we have student programs such as WEB, academic awards assemblies and an attendance incentive program, and a great partnership with Boys and Girls Clubs of Tracy. All of these programs give students a true sense of belonging, motivation to succeed academically, positive attendance goals, and outlets to improve mental health and self-esteem. We also have District funded programs such as Second Step to provide social-emotional education.

We have programs to increase parent involvement, which we know has a strong correlation to student success. As we have added programs to increase parent involvement, we have seen an increase in academic achievement and positive relationships between teachers and staff. In 2025-2026, we continued to offer classes for parents through the Parent Institute for Quality Education (PIQE) and a parent café with outside speakers to help connect parents to Monte Vista. We have a new Parent Liaison this year, so we have seen a transition in building parent relationships as she learns our community. We had approximately 15 families graduate from the PIQE program this past year.

In 2024-2025, the percentage of students suspended increased slightly, and the percentage of students expelled declined slightly. We have continued to offer student mentoring and conflict management services through 360 Customer, Inc. Conflict mediation done by our two full-time and one half-time counselor remained steady. Counselors also provided students with academic and SEL support. We have a licensed therapist from Valley Community Counseling who is here two days a week and a counselor also here two days a week to support the high level of student mental health issues and behavioral needs of our students. In addition, we continue to have a Coordination of Services Team (COST), which meets regularly to coordinate all parties' actions (Administrators, Counselors, School Psychologist, Licensed School Therapist, 360 Customer Inc.). COST reviews student needs and progress and assigns tiered assistance.

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

There was little difference between our intended budget and our actual expenditures for the goal. Our budget has decreased during the past few years and will decrease again by approximately \$13,000 for 2026-2027.

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.

Our goal remains the same: equity in education in a safe learning environment. We will continue to support all SEL efforts schoolwide. In 2026-2027 we will increase the use of our Second Step Curriculum in all Social Studies classes and establish a Positive Behavioral Interventions and Supports (PBIS) collaborative implementation team to more proactively teach and support student behavior.

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.

Goal 3

Improve positive behavioral and academic outcomes for our homeless student population through increased family outreach and social emotional supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerated learning and tiered supports.

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.

In 2024-25, 7.5% of Monte Vista's population were designated as homeless, which is an increase of 1.5% from the prior year. This student group continued to score in the red on the California School Dashboard in their SBAC ELA and Math performance last year. They also scored in the red for chronic absenteeism and suspension rates. Our homeless students frequently face unique challenges related to poverty and unmet basic needs, attendance barriers such as lack of transportation, trauma, and instructional gaps due to missing school. Supporting this population necessitates academic and counseling intervention and partnerships with district and community to assist families. Many of these students are reading or doing mathematics below grade-level, which makes it difficult for them to be successful in all of their academic classes. They need additional supports and interventions to be successful in getting ready for college and career.

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
California Dashboard Results for Homeless	Chronic Absenteeism: 2024: 35.1% chronically absent (increased 4.3%) 2025: 38.1% chronically absent (increased 3%) Suspension Rate: 2024: 12.7% suspended at least one day (declined 7.3%) 2025: 23.8% suspended at least one day (increased 11.1%) 2024: Homeless SBAC ELA - 85.4 points below standard (declined 6.9 points) Homeless SBAC Math - 126.3 points below standard (declined 8.7 points) 2025: Homeless SBAC ELA - 88.5 points below standard (declined 3.1 points) Homeless SBAC Math - 138.4 points below standard (declined 12 points)	2025-2026 Chronic Absenteeism - 30% chronically absent Suspension Rate - 12% suspended at least one day Homeless SBAC ELA - 75 points below standard Homeless SBAC Math - 100 points below 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	Monte Vista will identify opportunities to connect families and students with community supports through district identified resources (Prevention Services).	Homeless families	0 District Funded
3.2	Monte Vista will continue to implement a Coordination of Services Team to assess and assign academic and emotional counseling services to homeless students in need of support.	Homeless students	0 District Funded

Annual Review

SPSA Year Reviewed: 2025-26

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 Coordination of Services Team (COST) meets twice monthly to review the needs of any MVMS students identified as being at-risk and to identify Tier 3 supports. Our Parent Liaison and Counselors, through their relationships with students and families, already advocate for the needs of any homeless students referred to COST. However, we recognize a need to be more intentional and frequent in our review of all homeless identified students to ensure they are referred to necessary supports.

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

The targeted activities for Goal #3 in 2025-2026 were District funded or implemented by Monte Vista site staff. Our goal focus for Goal #3 has changed this year, but activities will again be District funded or implemented by existing staff.

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

Monte Vista has changed this goal for 2025-26 to focus on our homeless population due to the California Dashboard data and ATSI qualification. We have chosen to focus on improving positive behavioral and academic outcomes for our homeless student population through increased family outreach and social emotional supports. Some of these supports may include referrals to our academic support room which is available to all students every day after school, and we will continue to offer this during our 2026-27 school year. We may also refer students to the Boys & Girls Club afterschool program. Our COST Team will be regularly reviewing and referring these students to Tier 3 counseling supports. Our Parent Liaison will be actively partnering with the District's Prevention Services department to focus on connecting our homeless students and families to community resources.

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.

Goal 4

Support our English Learners in achieving at least one ELPI level of growth on the English Language Proficiency Assessment for California (ELPAC) annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerated learning and tiered supports.

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.

Continue the overall success of our English learner language proficiency levels and the number of students achieving at least one ELPI level of growth on the ELPAC annually.

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
English Learner reclassification data	Percentage of Reclassified English Proficient (RFEP) students 2024-2025 34.0% 2023-2024 22.5% 2022-2023 26.6%	Percentage of Reclassified English Proficient (RFEP) students 2026-2027 Maintain or exceed percentage of RFEP students (Goal - 36%)
2025 Fall Dashboard Student English Language Acquisition Results	Progressed at least one ELPI level - 65.9% Maintained ELPI level 4 0 - 9.1% Maintained ELPI level 1, 2L, 2H, 3L, or 3H - 20.1% Decreased one ELPI level - 4.9%	2026-2027 Maintain or exceed percentage of students achieving at least one ELPI level of growth on the ELPAC annually (Goal - 68%)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Interventions to support English Learners in continuing their language proficiency growth:	All English Learners	1,566 Title I 20,936

	1b1, 1b2: ELD Paraprofessional salary (\$44,909) (3010) (0709) (0710) 1b9: Professional development to increase teacher EL learning and universal access strategies and scaffolds (\$10,000) (0709) 1b10: Substitutes for EL conferences (\$2,000) (0709) 1b11: Supplemental ELD intervention materials and technology (\$3,000) (0709)		LCFF - Supplemental 0709 37,407 LCFF - Supplemental 0710
--	--	--	---

Annual Review

SPSA Year Reviewed: 2025-26

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.

MVMS has shown success in the area of English Learner growth and reclassification with English Learner (EL) Progress on the California School Dashboard in the blue indicator. We attribute this continued positive growth to our collaborative teaching team, and funding of supports such as an EL paraeducator, and ongoing professional development.

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

The budgeted expenditures for 2025-2026 for our English Learner program supports were included in SPSA Goal One. There was little difference between our intended budget and our actual expenditures for this academic year.

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

For 2026-2027, we have created a unique goal for our English Learner program supports to better analyze our continued progress in this area. Our EL teaching team is considering a potential shift in the organization of our EL student leveling in our courses. Our goal remains consistent - to ensure our MVMS English Learners achieve language proficiency needed to be successful in their core classes and be ready for high school rigor.

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.

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
------------------	-------------------------	------------------

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
-------------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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	\$333,610.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,648.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$195,535.00

Subtotal of additional federal funds included for this school: \$195,535.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$37,111.00
LCFF - Supplemental	\$130,002.00

Subtotal of state or local funds included for this school: \$167,113.00

Total of federal, state, and/or local funds for this school: \$362,648.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	37,111.00
LCFF - Supplemental	130,002.00
Title I	195,535.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	282,039.00
Goal 2	20,700.00
Goal 3	0.00
Goal 4	59,909.00

School Site Council Membership

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

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

Name of Members	Role
Heather Reyburn	Principal
Dawn Arbogast	Classroom Teacher
Carol Wyant	Classroom Teacher
Heather Muncy	Classroom Teacher
Mariza Mora	Other School Staff
Rogelio Quintero	Parent or Community Member
Aparna Iyer	Parent or Community Member
Samantha Naval	Parent or Community Member
Pearl Losoya	Parent or Community Member
Sneha Subramani	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 April 22, 2026.

Attested:



Principal, Heather Reyburn on 4/22/26



SSC Chairperson, Aparna Iyer on 4/22/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023