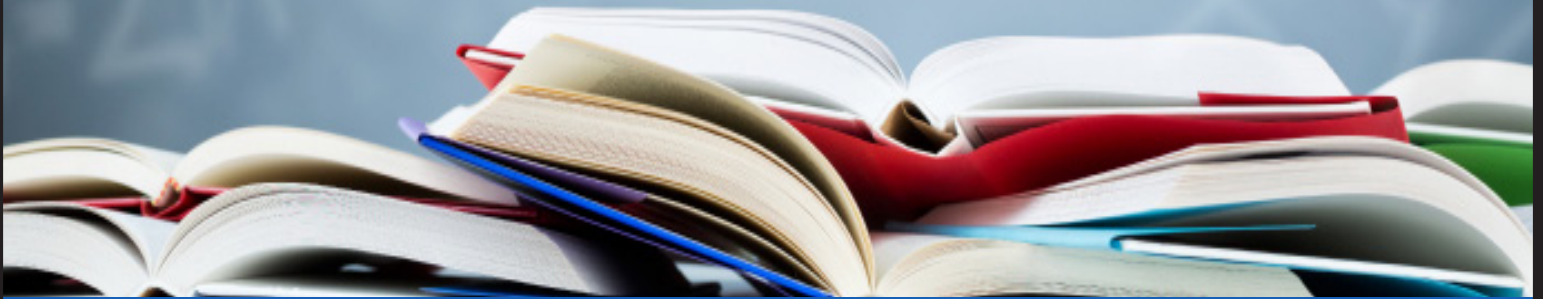


Ventura Unified School District

School Plan for

Student

Achievement



Montalvo Elementary School

56 72652 6056147

Contact Information:

Claudia Esquivel, Principal

claudia.esquivel@venturausd.org

2050 Grand Avenue

Ventura, CA 93003

(805) 289-1872

Ventura Unified
SCHOOL DISTRICT



Fiscal Year 2026-2027

This page intentionally left blank.

The School Plan for Student Achievement	1
School Site Council Membership	2
English Language Advisory Council (ELAC) Membership	3
Recommendations and Assurances	4
District information	5
District Profile	5
District Promise	5
District Pillars	5
District Vision	6
District Mission	6
District Governing Principles	6
School Information	7
School Profile	7
School Vision	7
School Mission	7
Student Enrollment by Ethnicity – 2024-2025	8
Student Enrollment by Grade – 2024-2025	8
Student Enrollment by Student Group – 2024-2025	9
Comprehensive Needs Assessment	9
Transition from Preschool to Kindergarten	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula	11
School Plan for Student Achievement	12
Budget	25
2026-2027 Centralized Support for Planned Improvements in Student Performance	26
VUSD - Program Support Goals	26
References	28
CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025	28
CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025	29
CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025	30
School-Parent/Home Compact	31
VUSD Parent Involvement Policy	32
Montalvo Elementary - Parent Involvement Policy	34
Parent Involvement Calendar	35
Professional Development Plan	36
School Accountability Report Card	37
School Site Council Bylaws	50

The School Plan for Student Achievement

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan 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 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 65001, the School Site 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 additional information on school programs and how you may become involved locally, please contact:

Claudia Esquivel, Principal
Montalvo Elementary School
2050 Grand Avenue
Ventura, CA 93003
(805) 289-1872
claudia.esquivel@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Claudia Esquivel	X				
Alma Quezada		X			
Odalis Hernandez		X			
Teresa Ramos		X			
Veronica Huerta			X		
Luke Bannan				X	
Christa Mahlow				X	
Michelle Mack				X	
José Acevez				X	
Soozee Lapointe				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Claudia Esquivel	X				
Gloria Chavira			X		
Juana Tapia Gobuyan			X		
Ana Ayala				X	
Yessenia Moreno				X	
Nelydad Muynoz				X	
Anita Arce				X	
Nicandra Gomez				X	
Namfon Tubtimhim				X	
Sujoy Barraza				X	
Elia Jimenez				X	
Loreno Rodriguez				X	
Martha Camacho				X	
Number of members in each category	1		2	10	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

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:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) 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.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Signature of Authorized
Representative

- 4) 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.
- 5) 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.
- 6) This SPSA was adopted by the SSC at a public meeting on: 2/10/26

Attested:



Claudia Esquivel, Principal



SSC Chairperson

2/10/2026

Date

2/10/20

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2024-2025 school year, Montalvo Elementary School served 397 students in grades PreK-5. Student enrollment included 12.8% students with disabilities, 13.4% English learners, 66.5% socioeconomically disadvantaged, 0.3% migrant, and 2% homeless. The staff at Montalvo Elementary School maintains high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Montalvo Elementary School is one of seventeen elementary schools in the Ventura Unified School District. It is located on the southeastern corner of the City of Ventura and 70 miles north of Los Angeles. It is located in an unincorporated area of the city. Montalvo is surrounded by many single-family homes, new developments, low income apartment complexes and a mobile home park which houses a large number of Spanish speaking families. There is also a homeless shelter in the school's attendance area. A state-funded preschool is also on the Montalvo campus which serves approximately fifty, 3- and 4-year-old students.

The school is served by programs offering childcare and afterschool care. The Las Posas Childcare Center provides after school care on a fee basis. Montalvo sponsors the After School Education and Safety (ASES) program which serves 80 students in grades 3-5 Monday-Friday and supports the school's instructional program with tutoring and homework support.

Montalvo Elementary School offers two instructional pathways for student learning; a Structured English Immersion Program (SEI) and a Two-Way Immersion (TWI) Bilingual Program for students in grades kindergarten through grade 5.

Montalvo Elementary School was modernized in 2000 and hosts 20 classrooms. The school has a library with bilingual resources for students, staff and parents. A three-hour library technician serves preschool through grade 5 students. The school also has a fully implemented Accelerated Reader Program; a 32-station computer lab which serves as a resource for students, teachers and families. A computer lab assistant assists kindergarten through grade 5 students with technology-based projects.

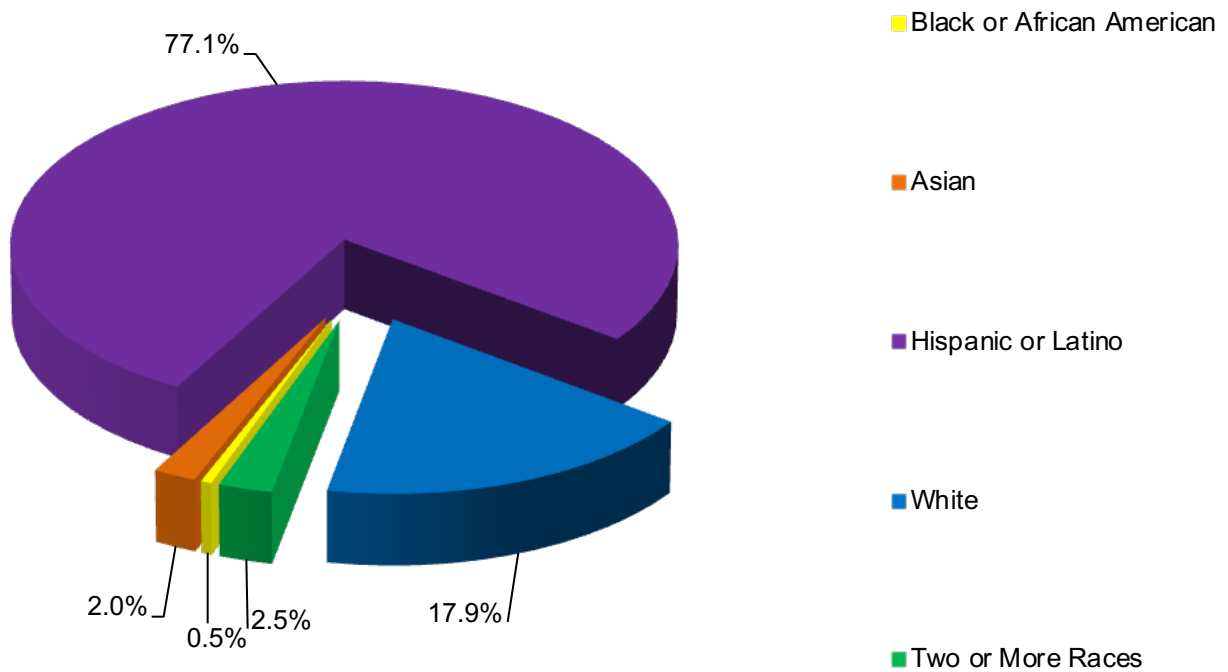
School Vision

Upon leaving Montalvo, we want our students to be positive contributors to our community. Therefore, it is essential that each student develop the skills and values that will help them become lifelong learners, responsible citizens and productive members of society.

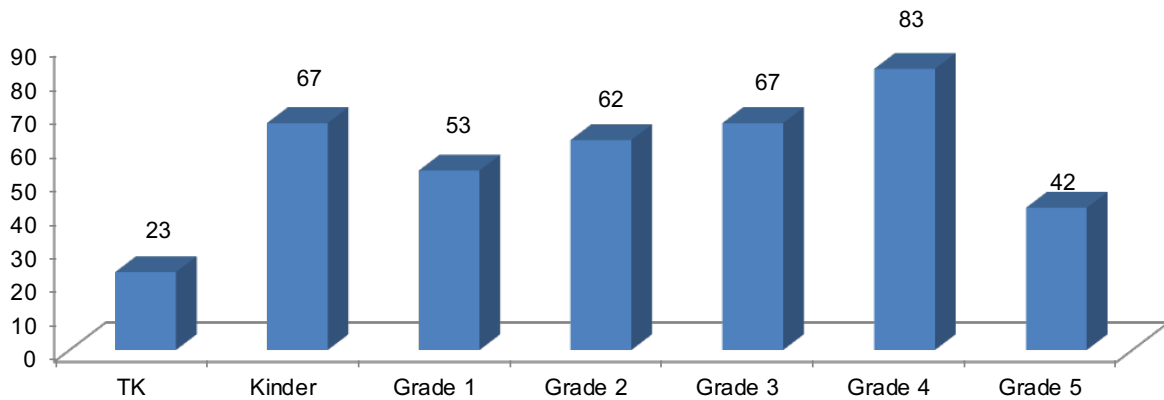
School Mission

At Montalvo Elementary School our mission is to ensure the full intellectual and character development of each child by making use of all available educational resources. This is accomplished in an environment that is warm, caring and academically stimulating.

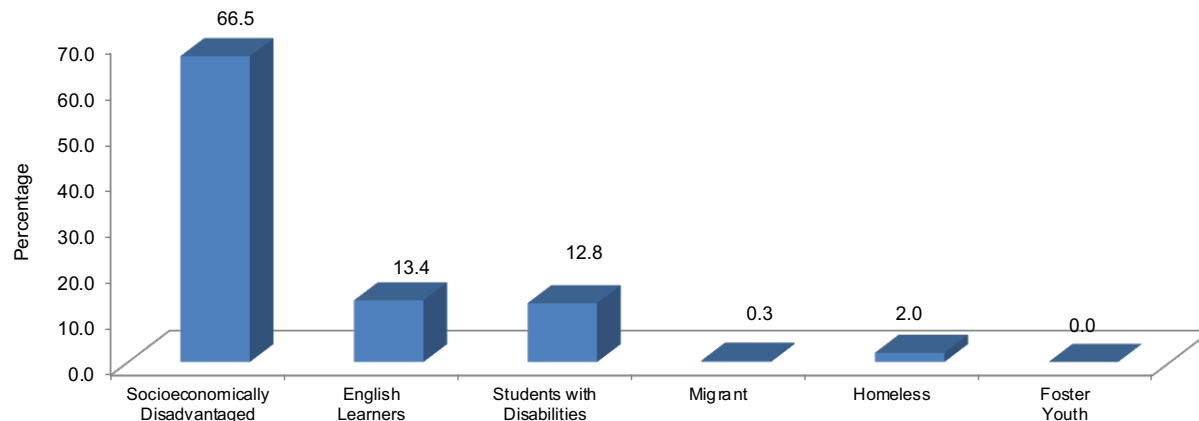
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

Montalvo Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a School Site Council Meeting and at staff meetings, the principal and teaching staff considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - Benchmark Data

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

Jumpstart State Preschool Program: Jumpstart is an early education program administered by Ventura Unified School District and is a California State Preschool Program ('CSPP'). We provide care for children in Ventura and the surrounding community throughout Ventura County.

The staff and administration at Jumpstart know that young children thrive in safe, friendly and respectful environments. These elements are foundational and at the core of our Program's philosophy; a philosophy that fosters a child-centered curriculum and is based on the guiding principles of the California Preschool Curriculum Foundations where:

- Relationships are central
- Play is the primary context for learning
- Learning is integrated and inclusive
- Intentional interactions enhance children's learning experiences
- Family and community partnerships create meaningful connections
- Individualization of learning includes all children
- Responsiveness to culture and language supports children's learning

Jumpstart is a part-day multi-age opportunity for children between the ages of 2 and 5 years, and, along with parent participation, promotes empathy, self-regulation, and leadership development. We offer care and curriculum that is age appropriate for children's developmental needs in a rich setting allowing for exploration, creativity, problem-solving, science, math, and language acquisition through play, group activities, and individual choice.

Jumpstart Preschool Program is located at 6 sites within the Ventura Unified School District.

- ATLAS Elementary
- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary
- Will Rogers Elementary

Each site offers an AM (8:15 am to 11:15 am) and a PM (12:15 pm to 3:15 pm) program daily that includes a "no cost" nutritionally balanced meal. Each Jumpstart Preschool classroom is designed for team teaching and provides a state and grant funded required teacher-to-child ratio.

Transitional Kindergarten (TK) Program: Transitional Kindergarten (TK) is a bridge between preschool and Kindergarten that gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social-emotional needs. Since enrollment at a school site is not based on a family's residential boundary and the TK program is not offered at all VUSD elementary schools, families must apply via this SOC lottery process:

- A.T.L.A.S. TK-8
- Citrus Glen Elementary School
- Elmhurst Elementary School
- E.P. Foster Elementary School
- Juanamaria Elementary School
- Junipero Serra Elementary School
- Lemon Grove TK-8
- Lincoln Elementary School
- Loma Vista Elementary School
- Montalvo Elementary School
- Mound Elementary School
- Poinsettia Elementary School
- Portola Elementary School
- Sheridan Way Elementary
- Sunset TK-8
- Will Rogers Elementary School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Montalvo Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Montalvo Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Montalvo Elementary School's staff follow Dr. Randy Sprick's Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bullying prevention strategies through: The Pledge for Achievement, classroom behavioral expectations, *Bucket Filling* actions/activities, classroom discussions, positive behavior assemblies, and the use of related children's literature. Parents are included in bully prevention education and awareness activities through the school newsletter, communication with school staff, and information provided on the school district website. Montalvo Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Beginning of the Year Behavior Expectation Assembly**
- **Positive Behavior Intervention & Supports (PBIS)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Montalvo Arts Academy	56726526056147	2/10/26	

Plan Description

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

Montalvo's School Plan for Student Achievement used a comprehensive needs assessment including the CA Dashboard, CAASPP and ELPAC results, site assessments, parent advisory group data, stakeholder needs surveys and staff input to celebrate our strengths and determine areas for improvement. Based on these needs our Plan worked to craft goals aligned to and integrated with our District's LCAP goals and vision for student achievement (with a focus on reducing achievement gaps experienced by our English Learners), early literacy and student and staff safety and well-being. Our stakeholders then worked to establish budget priorities based on these goals and to fund research-based interventions and programs for the benefit of our students.

Educational Partner Involvement

How, when, and with whom did your 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

Personnel Involved:	Date:
School Site Council	1/13/2026
English Learner Advisory Committee	2/10/2026
School Staff	1/28/2026
Parent Teacher Association - PTA	1/15/2026
Coffee with Principal Parent Focus Group	2/6/2026

Comprehensive Needs Assessment

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.

Based on the California School Dashboard, Montalvo Elementary demonstrates several areas of strength. The school maintains a low suspension rate (Blue), reflecting a positive school climate and effective behavioral supports. Chronic Absenteeism has shown steady improvement, remaining in the Yellow performance level but declining over time, indicating that current attendance monitoring and family outreach efforts are having a positive impact. English Learner Progress is also rated Yellow, demonstrating stable progress while signaling a continued need for targeted language development supports.

Areas requiring continued attention include English Language Arts and Mathematics, both of which are currently rated Yellow on the Dashboard. While student growth trends are encouraging, overall performance in these areas remains below standard, indicating the need for sustained instructional focus and intervention.

As a Dual Language Immersion school, Montalvo's approach to literacy development is intentionally biliterate, addressing both transferable and non-transferable literacy skills in English and Spanish. In order to improve English Language Arts outcomes, it is essential to also strengthen and systematically monitor Spanish

Language Arts instruction and assessment, as literacy development in both languages is foundational to long-term academic success for Dual Language students.

Disaggregated data show that while all student groups are performing within the Yellow range in English Language Arts, English Learners are performing furthest below standard, highlighting the need for intensified designated and integrated ELD supports. It is also important to note that Montalvo's performance patterns mirror district and statewide trends, reinforcing the need for targeted, data-informed instructional strategies. Additionally, as is common in Dual Language programs, English Language Arts performance may appear lower in the earlier stages of students' academic trajectories as they simultaneously develop literacy skills in two languages. This underscores the importance of sustained biliteracy-focused instruction and progress monitoring over time.

1. Areas of Strength and Specific Data

Montalvo Elementary shows strong performance in Conditions and Climate, as evidenced by a Blue rating in Suspension Rate, with only 0.5% of students suspended, reflecting effective implementation of Positive Behavioral Interventions and Supports and strong schoolwide systems for student behavior and support.

Additionally, Chronic Absenteeism has improved significantly over time. While the school remains in the Yellow performance level at 13.7%, this represents a decline of 3% from the previous year, indicating that current attendance outreach, family engagement, and monitoring efforts are positively impacting student attendance.

Growth data also show encouraging trends. English Language Arts growth is rated Accelerated, with 82.2% of students improving their scores from the prior year, and Mathematics growth is rated Average, with 78% of students showing improvement, demonstrating that instructional practices and intervention supports are beginning to close learning gaps despite overall performance levels remaining below standard.

2. Areas Needing Significant Improvement

Despite positive growth trends, academic achievement in English Language Arts (ELA) and Mathematics remains an area of significant need. Overall student performance in both content areas is rated Yellow, with students scoring 13.8 points below standard in ELA and 30.5 points below standard in Mathematics on state assessments.

Disaggregated student group data reveal persistent performance gaps, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students:

- English Learners are scoring substantially below standard in both ELA (94.2 points below standard) and Mathematics (82.7 points below standard), indicating a critical need for intensified language development support across content areas
- Students with Disabilities remain in the Orange performance level in both ELA (51.6 increased gains) and Mathematics (5.1 points increase), with large distances from standard, despite notable growth gains, suggesting that current supports are helping but are not yet sufficient to close achievement gaps.
- Hispanic and Socioeconomically Disadvantaged students, who make up a significant portion of the student population, are consistently performing in the Yellow range, reinforcing the need for equitable access to high-quality instruction, targeted interventions, and consistent progress monitoring

3. Dual Language Program Considerations

As a Dual Language Immersion (DLI) school, Montalvo recognizes that student literacy development must be addressed biliterally. In order to improve English Language Arts outcomes, the school must also strengthen Spanish Language Arts instruction and assessment practices, ensuring alignment between languages and systematic monitoring of transferable and non-transferable literacy skills. Local assessment data indicate the

need for clearer structures around Spanish literacy interventions and progress monitoring to support long-term biliteracy and academic success.

4. *Steps Taken and Ongoing Actions*

In response to these identified needs, Montalvo Elementary has begun and will continue to implement the following actions:

- Strengthening Tier 1 instruction through curriculum alignment, instructional coaching, and use of formative assessments in both English and Spanish.
- Providing targeted Tier 2 and Tier 3 interventions in ELA and Mathematics, with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.
- Expanding designated and integrated ELD supports, including structured language routines and explicit vocabulary instruction across content areas.
- Using data cycles and SST processes to regularly monitor student progress and adjust supports as needed.
- Continuing attendance outreach and family engagement strategies to further reduce chronic absenteeism.

5. *Yearly Survey*

Montalvo Elementary conducts an annual stakeholder needs assessment to gather input from families, staff, and the school community regarding the effectiveness of academic programs and overall school supports. Results from the 2025-26 Stakeholder Needs Assessment identified multiple areas of strength, as well as priority areas for continued growth. In the area of academics, stakeholders expressed overall satisfaction with the school's programs, particularly noting the success of Montalvo's efforts to develop biliteracy and bilingualism for all students. Stakeholders also encouraged the school to continue strengthening academic rigor and high expectations across grade levels to ensure continued student growth and achievement.

6. *ELAC*

The 2025-26 English Learner Advisory Committee (ELAC) Needs Assessment provided additional insight specific to the experiences of English Learner students and their families. ELAC members expressed pride in the progress many students are making in English language development and literacy skills. At the same time, results highlighted a continued need for additional support in Mathematics for English Learners. Families also identified the importance of increased parent education on how to support students with mathematics at home, particularly when instructional approaches differ from those families may have experienced previously or when language barriers exist. These findings reinforce the need for targeted academic supports and intentionally family engagement opportunities to support English Learner success..

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Montalvo will improve the performance of all students in English Language Arts with a focus on closing the achievement gap for English Learners as measured by the CA Dashboard's ELA indicator in conjunction with additional assessments. (All groups are in the Yellow range at 13.8 points below standard. The goal is to move to the Green)

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.

Montalvo students as a whole scored "orange" in our CA Dashboard indicator of English Language Arts Achievement. In further analysis (using the CA Dashboard 5x5 English Language Arts Placement Report) we see that the overall school average, socioeconomically disadvantaged students and Hispanic students all scored "yellow" which an improvement but still below standard. Using this measurement our English Learners scored "yellow" with 18.4 points of increase. The all student group in English Language Arts showed that 82.2% of students improved their scores from the prior year. The all student group is still 13.8 points below standard and our in English Language Arts our students are 51.2% made progress towards proficiency. We aim to cut this gap in half during the 26-27 school year.

Ongoing measures to address this need have been extensive professional development in English Foundational Reading skills and best practices in Teaching for Biliteracy for all staff. In addition we have increased literacy intervention hours in response to student data. We have also furnished 'Just Right Readers' for every student to take home readers at their specific level five times a year to build a home library of practice material. We have grown a quality bilingual library which students regularly visit. Additionally, we have provided release collaboration time for teachers to analyze data and plan targeted, purposeful instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard 5x5 ELA Report	Whole School average is 13.8 points an increase of 16.1 points; EL is more than 94.2 points below but it was an increase of 18.4 points.	English Learners indicator will cut the gap by at least half moving into 50 points below or less as measured by the '26- '27 5x5 Dashboard Report
CAASPP ELA Results	In 2025, 42.02% of students met or exceeded standard (with students scoring substantially higher in 3rd and 4th grade than in 5th)	Over the '26 and '27 CAASPP results students will improve by 3% points to 45% of students or higher meeting or exceeding standard.
Measure of Academic Achievement Language Arts Test (MAP ELA)	Spanish Language Arts (SLA) is a critical component to building English Language Arts literacy and essential to reaching our site goal of biliteracy for all students. Students scoring average to above grade level in SLA (within yellow, green and blue bands) are as follows: Kinder: 10% blue, 20% green and 17% yellow for a total of 39th	Using the scores from the grade below, each grade will work to increase the number of students scoring average or above grade level by 5% as measured by Spring '25 to Spring '26 comparisons. Kinder: 39% to 43% (based on replicating this year's scores)

	First: 9% blue, 9% green, 24% yellow for a total of 33rd Second: 4% blue, 23% green, 11% yellow for a total of 34th Third: 17% blue, 23% green and 25% yellow for a total of 51st	First: 33% to 38% Second: 34% to 39% Third: 51% to 56%
--	--	---

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Full time Literacy Intervention Teacher	Students with lower Language Arts assessment scores with increased attention to ELPAC scores as criterion for services	District and Site Funded	LCAP
2	Part time Literacy Intervention Teacher 4 days a week 5 hours a day 35 weeks (ELA/SLA/Math)	Students with lower Language Arts/ Math assessment scores with increased attention to ELPAC scores as criterion for services	\$42,000	Title 1
3	Part time ESSA employee (1.5 hrs. per day) to assist in running site library, documented and reporting Intervention efforts and handling curriculum and materials distribution	All students	\$13,000	Supplemental
4	Ongoing Community of Practice Training for Intervention and Classroom Teachers in California Reading and Literature Project Foundations Skill Routines	All with focus on lower scoring students in Intervention groups	District Funded	LCAP
5	Counselor .2 FTE	All students focused on students that need social emotional support	\$25,000	Title 1
6	Paraeducator	Students with lower Language Arts Assessment and ELPAC scores	\$24,320	Title 1
7	2 Release PLC Days for 15 teachers to plan and collaborate on meeting student Literacy needs and ensuring growth for all	All, with documented focus on English Learners	\$8,300	Site Funds

8	3 Roving Substitute Days to facilitate Student Success Team Meetings focused on collaboration around multi-tiered systems of support for struggling students	Students with documented academic needs	\$828	Site Funds
9	Parent Education Night on expectations around biliteracy, how to support literacy at home and how to interpret assessment results including ELPAC scores	All students with a focus on English Learner trajectories	minimal cost of handouts, etc.	Materials line in Site Budget

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the 2025-26 school year Montalvo Elementary implemented multiple strategies to improve English Language Arts achievement and address identified performance gaps, with particular attention to English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation focused on strengthening Tier 1 literacy introduction, expanding Tier 2 and Tier 3 intervention supports, and increasing teacher collaboration around data-driven instruction.

Professional development in foundational reading skills and Teaching for Biliteracy practices was provided to classroom teachers and intervention staff. Teachers engaged in regular Professional Learning Community (PLC) meetings to analyze student data, identify areas of need, and plan targeted instruction. Literacy intervention services were expanded, allowing students to receive additional small-group support based on assessment data. Students were also provided with leveled take-home readers to increase reading practice beyond the school day.

Overall, these strategies were implemented with fidelity and contributed to positive outcomes. English Language Arts growth was rated Accelerated, with a majority of students demonstrating year-over-year improvement. While overall performance remains below standard, the improvement in student growth indicates that the strategies are beginning to have a positive impact and are moving the school in the right direction toward closing achievement gaps.

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

There are no significant differences between the intended implementation and the budget expenditures for this goal. Staffing allocations for literacy intervention, professional development, and collaborative planning time were implemented as planned. Minor scheduling adjustments were made to maximize instructional time and staff availability; however, these adjustments did not impact the overall scope or intent of the strategies outlined in the SPSA. All planned expenditures aligned with the approved budget and supported the identified instructional priorities.

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

N/A

Goal 2:

Montalvo will improve the performance of all students in Mathematics with a focus on closing the achievement gap for English Learners as measured by the CA Dashboard's Mathematics indicator in conjunction with additional assessments.

7. 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.

Montalvo students scored in the "orange" band on the CA Dashboard indicator with all groups scoring within the same range. Our CAASPP results indicate that, as a whole, we are scoring 30.5 points below standard. However, our English learners are scoring significantly below our total average at 51.2 points below. In addition, our CAASPP scores indicate that while there is a considerable higher-achieving 'blue' band in 5th grade, the lowest band of performance also grows over time indicating a widening gap. Additional need was also indicated by our parent and family needs assessments.

Over the last three years, we have worked to regularly implement, analyze and leverage consistent data with our Measures of Academic Progress (MAP) Math data. This ongoing data cycle allows us to adjust instruction throughout the year as opposed to other annual data measures such as the Dashboard and/or CAASPP results. In addition, we piloted the use of 'Math Shelf' individualized online math games for our Kindergarten students in the 24-25 school year and saw significant gains for many students. We have also provided release times for teachers to collaborate around this data and instructional plans.

8. Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Results	In 2025, an average of 37.30% of students met or exceeded standard in mathematics.	Over the '26 and '27 CAASPP results students will improve by 12.7% to arrive at 50% or more of students showing as meeting or exceeding standards.
CAASPP Math Results	In 2025 the largest 5th grade math band was "Standard Not Met" at 39.15%	Over the '26 and '27 CAASPP results students scores in the lowest band will decrease by 10% to 43% or smaller
Measure of Academic Achievement Math	Students scoring average to above grade level in Math (within yellow, green and blue bands) are as follows: Kinder: 10% blue, 20% green and 17% yellow... for a total of 47% First: 9% blue, 9% green, 24% yellow... for a total of 32% Second: 4% blue, 23% green and 11% yellow for a total of 38% Third: 17% blue, 23% green, 25% yellow for a total of 64%	Using the scores from the grade below, each grade will work to increase the number of students scoring average or above grade level by 5% as measured by Spring '26 to Spring '27 comparisons. Kinder: 47% to 52% (based on replicating this year's scores) First: 32% to 37% Second: 38% to 43% Third: 59% to 64%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Purchase of 'Math Shelf' individualized online gaming platform licenses for TK/Kinder, remedial 1st and SPED. Students take a placement test then complete games aimed at developing specific, sequential skills. Teachers can monitor improvement over time.	TK/Kinder, 1st grade students scoring low on MAP Math and students in Special Education as determined by IEP needs	\$2,750	Lottery
2	2 Release PLC Days for 15 teachers to plan and collaborate on meeting student Literacy needs and ensuring growth for all	All, with documented focus on English Learners	Repeated Expenditure – Goal #1, Activity #7	Site Funds
3	Part time Literacy Intervention Teacher • 4 days a week • 5 hours a day • 35 weeks • (ELA/SLA/Math)	Students with lower Language Arts/ Math assessment scores with increased attention to ELPAC scores as criterion for services	Repeated Expenditure – Goal #1, Activity #2	Title 1
4	3 Roving Substitute Days to facilitate Student Success Team Meetings focused on collaboration around multi-tiered systems of support for struggling students	Students with documented academic needs	Repeated Expenditure – Goal #1, Activity #8	Site Funds
5	Parent Education Night on expectations around mathematics in a bilingual setting, how to support math at home and how to interpret assessment results	All students with a focus on English Learner trajectories	minimal cost of handouts, etc.	Materials line in Site Budget

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

We see the overall improvement for Montalvo Elementary in many markers including our CA Dashboard reading for English Learner Achievement which is 51.2% making progress. Overall 40.43% of students met or exceeded standard for Math.

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

As we monitor data we found what appeared to be a natural variations and dips making it difficult to gauge growth only by achievement scores. We shifted to consider how many of the students were meeting their expected growth goals through MAP testing for data that was more reliably normed. We were able to add additional reading intervention hours during the school year due to increased LCAP funding. We were also able to add additional collaboration time for teachers to work in PLC to analyze data and target purposeful instructional strategies due to an increase in our LCAP funds. These efforts were successful and provided increased support to our students who need it the most.

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

N/A

Goal 3:

Montalvo will increase positive perceptions around student safety and social-emotional well-being as measured quantitatively by our Annual Stakeholder Needs Assessment and qualitatively through feedback from additional parents, staff and student groups.

Identified Need:

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

Montalvo's 25-26 Stakeholder Needs Assessment indicates that while the majority of stakeholders report positive perceptions of campus safety and school climate, there remains an opportunity to strengthen consistency and deepen confidence across all groups.

Montalvo has worked to increase student safety, well-being and connection to school by implementing a comprehensive Positive Behavioral Interventions and Supports plan including Tier 1 counselor lessons, Tier 2 counselor groups and Tier 3 referral support from our counselor and additional social workers and therapists. In addition we have implemented an Attendance Plan focusing on reducing Chronic Absenteeism (per CA Dashboard indicators), student trimester awards, cubs of the week, assemblies, student council, and reward store.

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
Annual Stakeholder Needs Assessment	Perceptions around School Safety	By June 2026, Montalvo will work to increase the percentage of stakeholders who agree/strongly agree that the campus provides a safe environment from 79% to at least 85% as measured by the Annual Stakeholder Needs Assessment Survey.
School Safety	79% of respondents agreed or strongly agreed that Montalvo provides a physically safe environment for students.	
School Climate and Social Emotional Supports	Perceptions around School Climate and Social Emotional Supports	Increase Confidence in School Climate & Social-Emotional Supports
	Approximately 90% of respondents expressed positive perceptions regarding school climate, diversity, student/staff relationships, and implementation of social-emotional supports. Qualitative responses reflect appreciation for staff relationships and school culture, while also identifying concerns around:	• Bullying prevention • Fair and consistent discipline • Clear schoolwide expectations • Positive student/staff relationships • Access to social-emotional supports
	• Bullying prevention and consistent discipline practices • Drop-off/Pick-up safety and supervision • Clear communication of expectations • Continued visibility and access to social-emotional supports	From an overall baseline of approximately 90% to at least 93% agreement.

		Montalvo will work to ensure all stakeholders are well-informed and knowledgeable around school programs aimed at preventing and addressing bullying along with providing comprehensive social emotional programs.
Attendance Rates	Chronic Absenteeism Rates can reflect a sense of well-being and connection to school. When students feel welcomed and supported they are more likely to come. Chronic Absenteeism Rate 25-26: 13.7% Chronic Absenteeism Rate 24-25: 11% Chronic Absenteeism Rate 23-24: 14% Chronic Absenteeism Rate 22-23: 14%	Montalvo will continue to reduce Chronic Absenteeism to 10% or less.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Part time ESSA employee (1.5 hrs. per day) to assist in running site library, documented and reporting Intervention efforts and handling curriculum and materials distribution	All students	\$13,000	Supplemental
2	Counselor .2 FTE	All students focused on students that need social emotional support	Repeated Expenditure – Goal #1, Activity #5	Title 1
3	Paraeducator	Students with lower Language Arts Assessment and ELPAC scores	Repeated Expenditure – Goal #1, Activity #6	Title 1
4	2 Release PLC Days for 15 teachers to plan and collaborate on meeting student literacy and overall needs and ensuring growth for all	All, with documented focus on English Learners	Repeated Expenditure – Goal #1, Activity #7	Site Funds
5	3 Roving Substitute Days to facilitate Student Success Team Meetings focused on collaboration around multi-tiered systems of support for struggling students	Students with documented academic needs	Repeated Expenditure – Goal #1, Activity #8	Site Funds
6	Parent Education Night on expectations around biliteracy, how to support literacy at home and how to interpret assessment results including ELPAC scores	All students with a focus on English Learner trajectories	minimal cost of handouts, etc.	Materials line in Site Budget

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

N/A New goal for 2026-27 and will be evaluated in the Spring of 2027

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

N/A

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

N/A

Budget**Budget Summary Table**

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$101,173.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,878.00

Overall total of funds included for this school: **\$126,051.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$101,173.00

Subtotal of additional federal funds included for this school: **\$101,173.00**

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 (\$)
Site-Based Funds 2026-2027 Allocation	\$16,880.00
Supplemental Funds 2026-2027 Allocation	\$45,705.00
Restricted Lottery Funds 2026-2027 Allocation	\$25,320.00

Subtotal of state or local funds included for this school: **\$87,905.00**

Total of federal, state, and/or local funds for this school: **\$189,078.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	65	65	65	21.54%	21.54%	30.77%	26.15%
Male	36	36	36	16.67%	16.67%	33.33%	33.33%
Female	29	29	29	27.59%	27.59%	27.59%	17.24%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	6494	49	49	16.33%	24.49%	34.69%	24.49%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	33.33%	16.67%	25.00%	25.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	10.00%	20.00%	37.50%	32.50%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	8651	65	65	20.00%	24.62%	13.85%	41.54%
Male	36	36	36	19.44%	30.56%	11.11%	38.89%
Female	29	29	29	20.69%	17.24%	17.24%	44.83%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	49	49	49	16.33%	26.53%	16.33%	40.82%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	33.33%	8.33%	8.33%	50.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	15.00%	20.00%	15.00%	50.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	81	81	81	20.99%	17.28%	35.80%	25.93%
Male	41	41	41	17.07%	17.07%	41.46%	24.39%
Female	40	40	40	25.00%	17.50%	30.00%	27.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	61	61	61	21.31%	14.75%	32.79%	31.15%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	26.67%	26.67%	40.00%	6.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	60	60	60	15.00%	18.33%	36.67%	30.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	15	15	15	0.00%	13.33%	20.00%	66.67%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	81	81	81	13.58%	30.86%	23.46%	32.10%
Male	41	41	41	17.07%	39.02%	21.95%	21.95%
Female	40	40	40	10.00%	22.50%	25.00%	42.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	61	61	61	13.11%	27.87%	26.23%	32.79%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	13.33%	46.67%	20.00%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	60	60	60	6.67%	33.33%	21.67%	38.33%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	15	15	15	0.00%	13.33%	13.33%	73.33%
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	42	42	42	14.92%	33.33%	14.29%	38.10%
Male	24	24	24	8.33%	45.83%	16.67%	29.17%
Female	18	18	18	22.22%	16.67%	11.11%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	33	33	33	12.12%	27.27%	15.15%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	0.00%	20.00%	20.00%	60.00%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	42	42	42	14.29%	11.90%	35.71%	38.10%
Male	24	24	24	12.50%	16.67%	45.83%	25.00%
Female	18	18	18	16.67%	5.56%	22.22%	55.56%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	33	33	33	15.15%	9.09%	30.30%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	4.00%	8.00%	28.00%	60.00%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

School-Parent/Home Compact

**MONTALVO ARTS ACADEMY
FAMILY-SCHOOL COMPACT 2026-2027****STUDENT PLEDGE**

I know my education is important. I know I am the one responsible for my own success. I will follow these rules at school, home and online and work everyday toward becoming the best student and person I can be.

- **Responsibility** - I will come to school every day on time to work to be the best I can be.
- **Optimism** - I will have a positive attitude about my learning and the learning of others.
- **Acceptance** - I will respect the diversity of others.
- **Respect** - I will treat others the way I would like to be treated.
- **Safety** - I will use my self-control at all times.

Print name _____

Signature _____

FAMILY PLEDGE

I know my child's school years are very important and that s/he spends more waking hours at school than at home. I understand that my partnership with the school in my child's education is crucial to his/her achievement and attitude. Therefore, I agree to meet the following responsibilities to the best of ability.

- Ensure my child attends school regularly, on time, and not make appointments during school time.
- Follow pick up and drop off guidelines for a safe and orderly environment.
- Make sure my child gets an adequate night's sleep and proper nutrition.
- Provide a quiet place for my child to study and encourage completion of homework.
- Respect my child and encourage him/her to respect others.
- Encourage my child to engage in positive behavior and digital citizenship.
- Stay involved and informed in my child's school activities and progress.
- Communicate with the school staff to meet the academic and social-emotional needs of my child.

Print name _____

Signature _____

TEACHER PLEDGE

I understand the importance of a good school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities.

- Teach grade level skills and concepts following the district/state standards.
- Instruct the necessary concepts before homework is assigned.
- Strive to know the individual academic and social-emotional needs of each child.
- Promote good citizenship and positive behavior.
- Provide an enriched and supportive learning environment for all students.
- Regularly communicate regarding your child's progress, and how you can support him/her.
- Strive to continue to develop my pedagogy in curriculum, instruction and collaboration.

Print name _____

Signature _____

VUSD Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Montalvo Elementary - Parent Involvement Policy

2026-2027 Title I School-Level Family Involvement Policy
Montalvo Dual Language Arts Academy**Did you know that Family Involvement has a HUGE impact on a child's academic, social and emotional school success?!**

Contact your child's teacher, the front office or PTA for more information!

**805.289.1872; veronica.huerta@venturausd.org;
montalvoartspta@gmail.com**

- reference the Montalvo calendar for upcoming involvement opportunities!
- attend Back to School Night and Parent/Teacher Conferences
- act as chaperone on Field Trips or class parties
- volunteer in classroom or library
- attend Coffees with the Principal
- participate in school events - Día de los muertos, Carnival, Art Night, Talent Show and more!
- join PTA, School Site Council, or Multilingual Parent Council
- take home projects to help your child's teacher



Take a look at current research - your involvement matters! (Live link in Online Handbook)

[American Psychological Association - Parent Involvement and Children's Schooling](#)

[Journal of Education Research - Involvement Counts: Family Partnerships and Math Achievement](#)

[National Literacy Trust - Why It Is Important to Involve Parents in Literacy](#)

[National Library of Medicine - Parent Involvement and Children's Social Development](#)

MONTALVO WILL:

Offer regularly scheduled, flexible opportunities to encourage and accommodate all parents.

Involve families in comprehensive (planning, writing, implementing) aspects of:

- School Plan for Student Achievement and Comprehensive School Site Safety Plan
- Parental Involvement Policy, Home-School Compact and Student Handbook
- Parent Teacher Association (PTA), School Site Council (SSC), MultiLingual Family Council (MLAC); Superintendent (PAC) and Special Education Advisory (SEDAC); and ongoing family events.

Communicate with Parent Square, flyers, School Annual Report Card (SARC); meeting agendas and minutes and special program permission slips (academic intervention, field trips, counseling, etc.)

Explain the curriculum, assessments and proficiency levels students are expected to meet.

Encourage involvement and communication with all parents including those with limited English, parents with students with disabilities and parents of migratory students. (Section 6311)

MONTALVO ELEMENTARY HAS DEVELOPED A WRITTEN TITLE I PARENTAL INVOLVEMENT POLICY WITH INPUT FROM TITLE I PARENTS IN THE SCHOOL SITE COUNCIL. IT HAS DISTRIBUTED THE POLICY TO ALL PARENTS IN THE MONTALVO HANDBOOK. THE POLICY DESCRIBES THE MEANS FOR CARRYING OUT THE FOLLOWING TITLE I PARENTAL INVOLVEMENT REQUIREMENTS (20 USC 6381(a)-(f) INCLUSIVE).

THE POLICY MUST BE UPDATED PERIODICALLY TO MEET CHANGING NEEDS OF PARENTS AND SCHOOL. IF THE SCHOOL HAS A PROCESS IN PLACE FOR INVOLVING PARENTS IN THE PLANNING AND DESIGNING OF SCHOOL PROGRAM'S, THE SCHOOL MAY USE THAT PROCESS IF IT INCLUDES ADEQUATE REPRESENTATION OF PARENTS OF TITLE I STUDENTS. (20 USC 6318 SECTION 1118 (c)(3))

Parent Involvement Calendar

Montalvo Arts Academy 2026-2027 Parent Involvement Opportunities 	August Regular Parent Square Notices TK and Kinder Family Orientation TK and Kinder Student Orientation 1st Day PTA Coffee Social Office Assistance in Registration Annual Update Evening Assistance PTA Beginning of Year Social School Site Council Elections Distribution of Handbook/Compact	September Regular Parent Square Notices Coffee with Principal Back to School Night PTA Association Meeting/Dine Out Bike Safety Week/4th-5th All School Bike Week/Rodeo School Site Council (SSC) Field Trips/Class Events Counselor Groups Roar Store Olympics-a-Thon Family Fundraiser
October Regular Parent Square Notices Picture Day Vision/Hearing Screenings Field Trips/Class Events School Site Council PTA Mtg. and Family Dine Out Multilingual Advisory Committee Student Success Team Family Meetings Saturday School Family Education Night - LA and Math Hispanic Heritage Display Counselor Groups Roar Store Boo Gram Fundraiser	November Regular Parent Square Notices Día de los muertos Family Event School of Choice Night PTA Mtg. and Family Dine Out Field Trips/Class Events Parent Conferences/Report Cards Counselor groups T1 Family Awards Assembly Roar Store	December Regular Parent Square Notices Coffee with Principal Multilingual Advisory Committee School Site Council PTA Assembly Field Trips/Class Events Student Success Team Family Mtgs. Saturday School PTA Mtg. and Family Dine Out Counselor Groups Ventura Police Dept Coffee Social Roar Store Holiday Student Performances
January Regular Parent Square Notices PTA Mtg. and Family Dine Out Field Trips/Class Events Counselor Groups Student Success Team Family Meetings School Site Council Roar Store	February Regular Parent Square Notices PTA Mtg. and Family Dine Out Multilingual Advisory Committee Coffee with Principal Field Trips/Class Events Saturday School PTA Assembly Counselor Groups Roar Store	March Regular Parent Square Notices Book Fair T2 Family Awards Assembly School Site Council Field Trips/Class Events Parent Conferences/Report Cards PTA Mtg. and Family Dine Out Student Success Team Family Mtgs. Talent Show Counselor Groups Roar Store
April Regular Parent Square Notices Field Trips/Class Events Coffee with Principal PTA Mtg. and Family Dine Out Multilingual Advisory Committee Saturday School Earth Day Counselor Groups Día del niño Family Picnic Roar Store Student Musical Performances	May Regular Parent Square Notices Family Carnival PTA Mtg. and Family Dine Out School Site Council Field Trips/Class Events Counselor Groups Student Success Team Family Mtgs. PTA Assembly T3 Family Awards Assembly Student Musical Performances Roar Store	June Regular Parent Square Notices PTA Mtg. and Family Dine Out Counselor Groups Report Cards Family Field Day Family Promotion Ceremonies -K/5th (July - Summer School Opportunities)

Professional Development Plan

Montalvo Elementary School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2026-2027 school year, teachers at Montalvo Elementary School will focus on the following trainings:

- Teaching for Bilingual Literacy
- Math Framework
- California Reading and Literacy Project (CRLP) Literacy Routines
- Students at Risk for Reading Difficulties
- Multi-Tiered Systems of Supports (MTSS) – Student Success Teams
- Social Emotional and Behavioral Supports
- Anti-Bias and Anti-Racism Responses (ABAR)

2024-25 School Accountability Report Card

Published January 2026



MONTALVO ELEMENTARY SCHOOL
2050 GRAND AVENUE, VENTURA, CA 93003
(805) 289-1872

CLAUDIA ESQUIVEL, PRINCIPAL
GRADES PREK-5

PRINCIPAL'S MESSAGE

Dear Montalvo Families,

It is with great joy and heartfelt enthusiasm that I introduce myself as the new principal of Montalvo Elementary School. My name is Claudia Esquivel, and I am honored to return to Ventura Unified School District and to the very school where my teaching journey began.

Over the past two decades, I have served in many roles within public education: Dual Language classroom teacher, instructional coach, TOSA, curriculum leader, and most recently, instructional specialist focused on biliteracy and multilingual learner. Each experience has deepened my belief that every child deserves a joyful, rigorous, and inclusive learning environment where they can thrive academically and feel a true sense of belonging.

Montalvo holds a special place in my heart. I completed my student teaching here, and from the moment I stepped on campus years ago, I felt the warmth and strength of this community. As your new principal, I look forward to building strong relationships with students, families, and staff. It is my top priority to work together to continue the important work of fostering excellence, equity, and bilingualism for all learners.

Family engagement will be a cornerstone of our work together. I believe that families are our students' first and most important teachers, and I am committed to creating a school culture that welcomes your voice, your ideas and your dreams of our children.

In the coming weeks, I hope to meet many of you during drop-off, pick-up, or school events. Please don't hesitate to stop by, say hello, and introduce yourself. I truly value the partnership we will build together.

Thank you for the opportunity to serve this amazing community. We are excited for the year ahead and all that we will accomplish together.

With heartfelt gratitude,
Claudia Esquivel

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

Board of Education

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Montalvo Elementary School

Montalvo Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 396 students were enrolled, including 12.8% in special education, 13.4% qualifying for English Language Learner support, 2.0% homeless, 0.3% migrant, and 66.5% socioeconomically disadvantaged.

Serving the community's educational needs for over 110 years as a small neighborhood school, Montalvo Elementary currently offers a traditional elementary program, a dual language program, and a preschool program. Montalvo Elementary is one of three dual language programs offered in the Ventura Unified School District. Montalvo Elementary offers a 90-10 Dual Language Education (DLE) program providing instruction to students in both English and Spanish.

The Jumpstart preschool program is open to income-qualifying families seeking creative playtime and educational activities for their children ages 3-5. Free after school day-care is provided on Montalvo Elementary's campus by Expanded Learning Opportunities Program (ELO-P); fee-based services are available for students in grades K-5 through the Los Posas Children's Center; the center is open from 2:15 p.m. to 6:30 p.m. five days a week.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	49.4%
Male	50.6%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	2.0%
Black or African-American	0.5%
Filipino	0%
Hispanic or Latino	77.1%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2.5%
White	17.9%
English Learners	13.4%
Foster Youth	0%
Homeless	2.0%
Migrant Services	0.3%
Socioeconomically Disadvantaged	66.5%
Students with Disabilities	12.8%

Student Enrollment by Grade Level

2024-25

Grade Level	# of Students
Transitional Kindergarten	23
Kindergarten	67
Grade 1	53
Grade 2	62
Grade 3	67
Grade 4	83
Grade 5	42
Total Enrollment	397

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

PARENT INVOLVEMENT

We welcome and encourage parents to get involved with their student's learning by volunteering in a classroom, participating in a decision-making group and/or attending school events such as conferences and family nights. Parents stay informed on upcoming events and school activities through ParentSquare, monthly PTA newsletters, flyers, the school marquee, the school website, and postings in the office. Contact the school office or the PTA President at (805) 289-1872 for more information on how to become involved.

Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- PTA Events & Fundraisers
- Classroom or Event Prep from Home
- Guest Speakers and Projects

Committees

- School Site Council
- Multilingual Learner Advisory Council (MLAC)
- Superintendent's Parent Advisory Council (PAC)
- Special Education District Advisory Council (SEDAC)
- Local Control and Accountability Plan (LCAP)
- Parent Teacher Association (PTA)
- Outdoor Education Boosters

School Activities

- Back to School Night
- Title I Meetings
- Orientations - Kinder, New Student
- Coffee with the Principal
- Bike Safety Rodeo Week
- Dine Out Nights
- Field Trips
- Montalvo Olympics
- Family Art Night
- Dia de los Muertos Celebration
- School of Choice Information and Tours
- Parent Conferences
- Assemblies
- Saturday Schools
- Awards Assemblies
- 100th Day of School
- Family Piñata Night
- Book Fair
- Talent Show
- Dia del Niño Family Picnic
- Carnival
- Field Days
- Promotional Events

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Montalvo Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics for All Students**2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	38.0	42.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	41.0	40.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group**2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	188	188	100	0	42.02
Female	87	87	100	0	45.98
Male	101	101	100	0	38.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	143	100	0	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100	0	57.14
English Learners	23	23	100	0	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100	0	29.60
Students with Disabilities	31	31	100	0	12.90

CAASPP Test Results in Mathematics by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	188	188	100	0	40.43
Female	87	87	100	0	32.18
Male	101	101	100	0	47.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	143	100	0	37.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100	0	45.71
English Learners	23	23	100	0	26.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100	0	32.80
Students with Disabilities	31	31	100	0	6.45
<i>Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</i>					
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					
<i>The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.</i>					

CAASPP Test Results in Science for All Students						
2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	38.33	35.71	33.34	31.52	30.73	32.33
<i>Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.</i>						
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>						
<i>The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.</i>						

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	42	42	100	0	35.71
Female	18	18	100	0	33.33
Male	24	24	100	0	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100	0	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100	0	12.00
Students with Disabilities	--	--	--	--	--
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montalvo Elementary School's original facilities were built in 1937; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the last 12 months, the following campus repairs or improvements were completed:

- Installation of solar panels (completion Summer 2025)
- New playgrounds (completion Summer 2025)
- New HVAC (completion Summer 2025)

Every morning before school begins, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Montalvo Elementary School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restrooms
- General Cleaning and Custodial Functions

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1937
Acreage	6.8
Square Footage	34,744
Quantity	
Permanent Classrooms	16
Portable Classrooms	3
Restrooms (Sets)	3
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Workroom	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Montalvo Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and reviewed with school staff in January 2026.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Campus Supervision

We place a high priority on providing a safe campus. As students arrive on campus each morning, the principal, campus safety assistants, and assigned teachers are strategically stationed at designated entrance areas and on the playground. During recess and snack, assigned teachers and campus safety assistants monitor playground activity. At lunchtime a team of campus safety assistants supervise the cafeteria and play areas. Teachers and/or campus safety assistants supervise afternoon recess and dismissal.

Montalvo Arts Academy is a closed campus. During school hours all visitors must sign in to the office and obtain a Visitor's Badge while on school grounds. We welcome volunteers! Please come to the office to complete the necessary paperwork and procedures. Thank you for your cooperation in keeping our children safe.

Facilities Inspections

The district's maintenance department inspects Montalvo Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Montalvo Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 17, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 17, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Classroom 2 - Cabinet surface and sink backsplash next to the sink is deteriorated; Classroom 3 - Excessive peeling paint at the east windows, chipped plaster above sink; Admin Building Exterior - Excessive peeling paint on east side at Room 3, excessive peeling paint at the west windows; Classroom 13 - Wall surface deteriorated on the east wall; Building C Girls' RR - Ceiling tiles missing and falling; Building C Boys' RR - Excessive peeling paint and wall paneling on the east wall, ceiling tiles falling at the door; Building C Exterior - Excessive peeling paint on south side window shades
Cleanliness	X			Classroom K2 - Signs of termites at northwest classroom sink; Building F Exterior - Excessive peeling paint on south fascia
Electrical	X			Classroom 10 - Sink outlet GFCI did not function; Classroom 13 - Sink outlet GFCI did not function when tested
Restrooms/Fountains	X			Classroom 10 - Drinking fountain is loose and needs to be secured; Building F Exterior - Drinking fountain does not drain
Safety	X			
Structural		X		Building A Exterior - Arcad posts by Room 15 are rotted at the base; Classroom 22 - The floor slopes excessively to the outside, possible foundation damage; Classroom 22 - Signs of foundation rot, ramp surface is deteriorated; Classroom 23 - Floor support at east wall is failing and deteriorated; Classroom 23 Exterior - East wall siding deteriorated, interior framing and insulation exposed, signs of foundation rot; Classroom 24 - East floor structure is rotted and deteriorated under the white board; Classroom 24 Exterior - Excessive rust on south side modular line roof beams, siding is rotted at the south wall
External	X			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

CLASSROOM ENVIRONMENT**Climate for Learning**

Montalvo Dual Language Arts Academy makes daily efforts to provide a safe, nurturing environment for students, staff, and families by offering all members of our school community opportunities to grow in the areas of social emotional learning and cultural proficiency. We use our "Every Montalvo Lion ROARS" acronym (Responsibility, Optimism, Acceptance, Respect and Safety) to establish common language and expectations for our community. We reward students with ROAR bucks for exemplifying our ROARS, which they can spend in our ROAR store for prizes or privileges and hold Awards Assemblies each trimester. We also recognize Lion Club of the week to students who exemplify our ROARS, and these students are recognized weekly during Monday announcements, a picture is taken and posted, and they are provided a certificate.

Our Family-School Compact serves as a guide for behavioral expectations for both students and staff. Maintaining a positive attitude, demonstrating self-control, respecting diversity and treating others respectfully are behavioral goals for all. Expectations are clearly explained in all-school assemblies and in the classroom. Staff provides positive and negative consequences based on student choices and behavior. When students struggle with behavioral issues, the principal, teachers, support staff and families work together to provide additional strategies to support them such as skill-based counseling groups and opportunities for restorative justice. Every effort is made to assist our students in becoming successful and responsible citizens and successful learners.

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.37	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	2.00	0.76	0.25
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution

Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20	2	1	
1	23		3	
2	24		3	
3	18	2		
4	17	2	2	
5	20	2	1	
Other	24		1	
	2023-24			
K	24		2	
1	20	2		
2	22		2	
3	23		2	
4	13	2	1	
5	21	1	2	
Other	24		4	
	2024-25			
K	22		3	
1	27		2	
2	25		2	
3	27		2	
4	21	1	3	
5	21	1	1	
Other	26		1	

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****Other category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	401	55	13.7
Female	199	198	24	12.1
Male	205	203	31	15.3
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	311	309	44	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	72	71	11	15.5
English Learners	56	55	7	12.7
Foster Youth	--	--	--	--
Homeless	13	13	6	46.2
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	273	271	44	16.2
Students with Disabilities	63	63	8	12.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Montalvo Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2023-24, 2024-25, and 2025-26 school years, the teachers at Montalvo Elementary School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration
- English Language Development (K-5)

2024-25 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments

- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:

- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Montalvo Arts Academy staff development activities concentrated on:

- California Reading and Literacy Project (CRLP)
- Teaching with Language Objectives
- Teaching for Biliteracy - Bridging
- Social Emotional Learning (SEL)
- Dual Language Education (DLE) Strategies
- Professional Learning Communities (PLCs)
- Universal Design for Learning (UDL)
- Soliday Reading Intervention Program

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #25-22 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Montalvo Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Montalvo Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: <i>Benchmark Advanced</i>	Yes	0%
History-Social Science			
2022	Savvas: <i>myWorld Interactive</i>	Yes	0%
Mathematics			
2017	Houghton Mifflin: <i>Math Expressions</i>	Yes	0%
Science			
2021	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	14	0.0	2	0.0	0.0	16
School %	87.5	0.0	12.5	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	15.0	0.0	2.0	0.0	0.0	17.0
School %	88.24	0.0	11.76	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	15.0	0.0	1.0	0.0	1.0	17.0
School %	88.24	0.0	5.88	0.0	5.88	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						
Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA)				Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator		
Authorization / Assignment				School Number		
	School Number				21-22	22-23
	21-22	22-23	23-24			
Permits and Waivers	1.0	1.0	2.0	Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Misassignments	0.0	1.0	0.0	Local Assignment Options	0.0	0.0
Vacant Positions	0.0	0.0	0.0	Total Out-of-Field Teachers	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	2.0	2.0			

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	11.1	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Counseling & Support Staff

Montalvo Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Montalvo Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	0.5
School Nurse	1	0.2
Health Technician	1	1.0
Speech Therapist	1	1.0
Counselor	1	1.0
<i>Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.</i>		

DISTRICT EXPENDITURES**Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Pupil and School Site Teacher Salaries					
2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,908	N/A	N/A	N/A	N/A
Restricted	\$2,492	N/A	N/A	N/A	N/A
Unrestricted	\$4,416	\$6,125	72.1%	\$11,146	39.6%
Avg Teacher Salary	\$91,397	\$92,704	98.6%	\$103,743	88.1%
Note: Cells with N/A values do not require data.					

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Montalvo Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in November 2025.

School Site Council Bylaws

**Montalvo Elementary School
School Site Council (SSC) Bylaws****Article I - Preamble**

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD Elementary school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA & VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEADistrict Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school staff members and parent/community members with a minimum of 10 members; five school site members, of which classroom teachers must be a majority, and five parent/community members (see below).

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Classified Unit Member* <i>*Note: Per VESPA/District Contract Article 42</i>	1
Parents and/or Community members	5
Total minimum membership	10

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

The SSC at an elementary school must be composed of the both of the following two groups; school staff and parent and/or community members (EC Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (Elementary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, etc.).

A term for elected SSC parent/community members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as close to one-half of membership group's (e.g., Parent/Community member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if they become ineligible (e.g., an elected member teacher enrolls their child at that school) during their term, their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any elected or interim SSC member from any category who does not attend three consecutive SSC meetings. SSC membership or the completion of a SSC member's term is not transferable under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendaized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent.

Secretary Duties:

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below).

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
 - ***Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
 - ***Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*
- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*

- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

Elementary SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Article 27 and VUEA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
 - a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings