Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Monte Vista

49-73882-6109169
CDS Code

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
February 8, 2024	March 5, 2024

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Rachel Galdamez
Position: Principal
Telephone Number: 707-792-4531
Address: 1400 Magnolia Avenue
E-mail address: Rachel_Galdamez@crpusd.org

Table of Contents

Section 1 School Mission Statement and Description 3
Section 2 CSI & ATSI: Purpose and Description 4
Section 3 Educational Partners Involvement 5
Section 4 ELA Goal....6
Section 4 Math Goal 13
Section 4 College & Career Readiness / Equity Goal....18
Section 4 Climate & Culture....21
Section 4 Parent Involvement....26
Section 5 Staffing....29
Section 6 Budget Summary 30
Section 7 Funding Allocations....31
Section 8 School Site Council Membership 32
Section 8 School Site Council Membership 33

Section 1 School Mission Statement and Description

School Mission Statement:
Our mission is to graduate college and career ready citizens with adept 21st century critical thinking and academic skills along with strong moral character. We do this by providing a rigorous, dynamic and comprehensive curriculum delivered in partnership with the community, family and competent, qualified staff in a safe and caring environment.

School Description:
Monte Vista students are on track to become confident and responsible individuals who possess the skills and knowledge to become successful individuals and life long learners. Our program encourages student engagement, use of technology, connecting to each other and the community. Our continued goal is for students to reach levels of proficiency on both state and local assessments. We provide a safe, nurturing and respectful school community enabling our students reach their highest potential. Our current enrollment is 436 students. Monte Vista serves a diverse group of students: 44% White, 38% Latino/Hispanic, 9% two or more races, 6% Asian, 2% Filipino, 2% Black or African American. 19% of our students are classified as English language learners. We currently have 5 Special Day Classes on campus serving 18% of our student population with mild to moderate learning disabilities, with a TK-5th grade autism track as well.

We are located in on a beautiful campus in the M section of Rohnert Park. We have a school garden, annual talent show and performing arts opportunities for our students. We have an active PTA that provides funding for field trips, assemblies and additional programs for our students to thrive.

COVID-19 Impact:
During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year.

For the 2021-2022 school year we have returned to in person learning. We are following county guidelines in regards to COVID 19 precautions, reporting positive cases, testing, contact tracing and quarantining.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan

Not Title I

The goals in this plan are aligned to the CRPUSD LCAP. The LCAP goals have been developed with input from staff, students, and the community. Progress towards meeting our LCAP goals is measured through the metrics in each goal. We use both the CDE dashboard and local measures to monitor progress towards our goals.

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

The school SPSA is aligned to the Cotati Rohnert Park Unified School District LCAP. Both the district LCAP and the site plan align to increase performance in reading and math, as measure by state testing and local measurements.

Resource Inequities

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

Monte Vista's student demographics have changed over the past 15 years resulting in a greater need for support of our English language learners and students with IEPs in both math and language arts. To address those needs, Monte Vista will continue to train on standards based district adopted curriculum in both math and language arts as well purchase new intervention materials to support students who are below grade level in reading and math.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

The 2022-2023 ELAC and Site Council met several times to review and update the SPSA between September and November of 2022.

Involvement Process for the 2023-24 SPSA and Update

The 2023-2024 ELAC and Site Council met several times to review and update the SPSA between September and November of 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

ANALYSIS

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

In order to reach the goal of increasing the number of students proficient in ELA by 10%, our professional learning teams will develop specific plans to support the written language development. Each grade level selected a guaranteed ELA standard that they will monitor all year and track progress toward mastery for all students. 1st through 5th grade have leveled literacy Walk to Read groups that meet 4 times per week and focus on the academic needs of groups of students. For example, there will be a focus on phonics, writing, fluency, comprehension, and a challenge group that focuses on novel studies.

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

A large part of the budget was earmarked for an intervention teacher to provide targeted intervention for the students struggling the most. Having and additional highly trained intervention teacher, would allow for teachers to have smaller, targeted groups for level literacy instruction.

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.

This is the first year that Monte Vista and Cotati Rohnert Park School district as a whole have used STAR testing to measure student academic achievement. The STAR test can be given monthly which is a much more timely measurement of progress than SBAC scores. The STAR is also closely aligned to SBAC and is an accurate predictor of student achievement on SBAC.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP 2022-2023 SBAC	35% of students are at or above grade level in ELA. 65% are almost meeting or below standard.	There is a need for a new ELA curriculum, training in the curriculum when adopted and PLC work to review data in order to inform instruction.
STAR Renaissance data	41% of students are at or above grade level in ELA. 59% are almost meeting or below standard.	With the adoption of new curriculum, training and continued support are necessary to ensure full implementation.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 By spring of 2024, each grade level will show at least a 10% increase in the number of students that were determined to be at at or above grade level in English language arts performance as measured by the STAR test.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 41% at or above grade level	Goal 51% at or above grade level
English Learners (EL)	Actual 17% at or above benchmark	Goal 18
Students with Disabilities (SWD)	Actual 11.4% at or above benchmark	Goal 21.4
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Teaching and Learning 1. Reading instruction will include a balance of skills/concepts and comprehension. Higher level thinking will be an integral part of comprehension across all grade levels (using the cognitive taxonomy). Benchmark Advance will be used as the core resource for reading instruction.	Analyzing data from STAR	PLT time		0
	2. School wide and in grade level teams, intervention strategies will be identified and used to support student achievement.	PLT Meeting notes			
	3. Identify students who are not yet proficient and develop a plan for meeting their needs. Intervention teacher and teachers will work together to provide support.	PLT Meeting notes	.8 Intervention teacher	Title I: FTE	70000
	4.Develop year-long common core standards-based curricular plans, aligning Common Core curriculum and benchmark assessments.	Grade level curriculum maps			
	5. Professional Development on Literacy instruction and GLAD strategies.	PD calendar and teacher survey responses.	BeGLAD	Block Grant	4200
			Subs	Block Grant	1800
English Learners (EL)	Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted	STAR results			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	instruction: Tier 1 and Walk to Read, Tier II, and Tier III intervention				
	Teachers will provide designated ELD time a minimum of 30 minutes per day.	ELPAC assessment results			
	2. ELD student support in the classroom; classroom teachers will utilize research based strategies strategies to help ELD learners access the curriculum.	ELPAC assessment results			
	3. EL assistant will work with principal to coordinate ELPAC testing and management of program requirements. EL assistant will work with identified EL students in the classroom providing additional instructional support under the direction of the teacher.	EL Assistant daily schedule			
Students with Disabilities (SWD)	Staffing and Professional Development: 1.Grade level PLC meetings will be held throughout the year to plan instruction and evaluate student progress	PLC calendar			
	2. PLC meetings will be structured for year long professional development of effective instructional practice using an inquiry based model. This framework will	STAR results			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	guide teachers instruction as they review common assessment data. Teachers will practice strategies, observe each other, gather data on student performance.				
	3. Staff will participate in district committees and professional development designed to improve instruction and student achievement.	Committee and training attendance lists			
Other Student Groups	Involvement of staff, parents and community: 1. At Fall conferences, parents and teachers will develop goals and discuss student progress.	Conference notes			
	2. Spring conferences will be student led in May. Students share their progress in reaching their goals and other academic achievements.	Conference schedule			
	3.District Report Cards based on achieving grade level standards are used to communicate student progress	Student report cards in PowerSchools			
	4.Homework expectations are shared and reviewed with parents at BTSN and during the year. Homework is intended to provide students with extra practice and parents with information and	STAR results			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	examples of what students are learning.				
	5. CAASPP assessment data is mailed to families in August. School wide data is shared at SSC and PTA presentations. Individual conferences are available at anytime to discuss test results.	Meeting agendas and minutes			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

ANALYSIS

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

In order to reach this goal, teachers will group students that based on STAR results and in class math tests. Time will be provided during professional learning teams to analyze student data, identify focal students, and create plans for small group instruction and best practices focused on the areas of need for each group of students. A data chart will be provided to track the progress of the students and will be reviewed every 6-8 weeks. Additional professional development will be provided through the educational services department of CRPUSD.

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

Release time will be given to teachers in order to observe one another teaching math, review best practices in teaching math, and reviewing student data.

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.

Next year, there will be a larger focus on a March to Math leveled math instruction time so that each student is progressing at their level as well as being exposed to grade level content.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC Math from 2022-23	33.7% of 3rd-5th grade students met or exceeded the standard.	PLT work to inform instruction
STAR Math testing fall 2023	47% of kinder through 5th grade students were at or above benchmark.	Math intervention is needed as well as a focus on best math teaching practices.

Subject: Math

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #2 The percent of students scoring at grade level or higher on math as measured by STAR math will increase from 47% to 57% school wide by Spring 2024.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 47% at or above benchmark	Goal 57%
English Learners (EL)	Actual 21.6% at or above benchmark	Goal 32% at or above benchmark
Students with Disabilities (SWD)	Actual 18.7% at or above benchmark	Goal 29% at or above benchmark
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Teaching and Learning 1. Develop a year long, standards-based curricular plan, aligning curriculum with Common Core essential standards and benchmark assessments	STAR results			
	2. Use assessments to inform instruction and provide summary data. Teachers review student work and assessment results and plan goals for improvement.	PLT notes and assessment results			
	3. Updated technology and software is available for lab and classroom use to support instruction across the curriculum including math problem solving.	Computer Lab schedule			
	4. School wide and grade level teams, intervention strategies will be identified and used to support student achievement	PLT meeting notes			
	5. Identify students who are not yet proficient and develop a plan for meeting their needs with the intervention teacher.	PLT meeting notes	Subs .8 Intervention teacher	Block Grant Title I: FTE	1800 70000
English Learners (EL)	Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction	Teacher small group rosters			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2. ELD student support in the classroom; classroom teachers will utilize SDAIE strategies to help ELD learners access the curriculum.	ELPAC results			
	3. EL Assistant will support identified students in accessing the core curriculum and learning strategies to be independently successful.	ELPAC results			
	4. Each student has access to technology	Computer Lab schedule			
Students with Disabilities (SWD)	Staffing and Professional Development: 1.Grade level PLT meetings will be held throughout the year to plan instruction and evaluate student progress	PLT calendar			
	2. PLT meetings will be structured for year long professional development of effective instructional practice using an inquiry based model. This framework will guide teachers instruction using common assessment data to inform instruction. Teachers will practice strategies, observe each other, gather data on effect on student performance.	PLT notes			
	3. Staff will participate in district committees and professional development designed to improve instruction	Committee and PD attendance rosters			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	and student achievement.				
Other Student Groups	Involvement of staff, parents and community: 1. Conferences are held in the fall. Parents and teachers will develop goals and review student progress	Conference calendar and notes			
	2. Spring student led conferences are held in May. Students share their progress in reaching their goals and other academic achievements.	Spring Conference schedule			
	3.District Report Cards based on achieving grade level standards are used to communicate student progress	Report cards in Power Schools			
	4.Homework expectations are shared and reviewed with parents at BTSN and during the year. Homework is intended to provide students with extra practice and parents with information and examples of what students are learning,	STAR results			

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

ANALYSIS

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

In order to reach the goal of each student improving by at least one level on the ELPAC test, our professional learning teams will develop specific plans to support the written language development of our English language learners. 1st through 5th grade are conducting Walk to Read groups that will meet 2 to 3 times per week and will focus on the needs of groups of students. For example, there will be a focus on phonics, writing, fluency, comprehension, and a challenge group that focuses on novel studies.

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

In addition to the leveled literacy groups with one specifically focused on English language development, our EL assistant is also running after school tutoring groups three times a week to practice for the ELPAC.

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.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC Reclassification 2023	17 out of 84 English language learners reclassified EL proficient.	Implementation of best instructional practices for language learners at the level or academic rigor expected on the state test and ELPAC, PLC work to inform instruction

Subject: College & Career Readiness / Equity

LEA/LCAP: LCAP Goal 2 Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 Site Goal:
3. By spring 2024, at least 16%, or 12 of the current 73 English language learner students will reclassify as English language proficient.

The evidence will be the ELPAC data from the summative ELPAC test in the spring of 2024.

This goal was determined by the number of students that are currently at a level 3 on the ELPAC as of Fall 2023.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 20% of ELLs reclassified	Goal 16% of ELLs reclassified
English Learners (EL)	Actual 20% of ELLs reclassified	Goal 16% of ELLs reclassified
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	Actual	Goal
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	PLC work-Teachers will meet regularly to collaborate and review data to inform their instruction.	STAR results	PLC time		0
			SST Meetings		0
			Professional Development	Title I	2000
	Appropriate staffing will be used for mainstreaming purposes.	Teacher mainstreaming schedules and staffing numbers.			
	IEP Meetings	IEP calendar			
	PD on Mainstreaming	PD exit ticket			
English Learners (EL)	Teacher provided designated instruction a minimum of 30 minutes each day	ELPAC scores			
	Additional classroom support provided by our EL Assistant	ELPAC scores			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Intervention teacher part time	ELPAC score	.8 Intervention teacher Salary + benefits	Title I: FTE	70000
Students with Disabilities (SWD)	SDC teachers will participate in PLC with grade alike general education colleagues.	PLC notes			
	SDC students will be mainstreamed as appropriate	Teacher mainstreaming schedules			
	Education Specialist will push in to classrooms as much as possible so students are able to participate in the best, first instruction	Ed Specialist daily schedule			
Other Student Groups					
Graduation Rate (GR)	Not applicable in elementary school				

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

ANALYSIS

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

Overall, the climate of the school is one that is based on respect, responsibility, safety and kindness. The implementation of Positive Behavioral Instructional Strategies (PBIS) school wide has had a positive effect on the overall experience for students and staff.

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

The main difference between the intended implementation has been the addition of a part time behavioral intervention teacher and the loss of the school based counselor.

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.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Attendance Data on California School Dashboard and A2A	Monte Vista's attendance rate is 79.1% meaning that 20.9% of all students are chronically absent. TK and Kinder have the highest rate of chronic absenteeism at 31%. Half of the severe chronically truant students, students that have missed 20% or more days of school, have IEPs.	Appropriate training and support for implementation on the newly adopted SEL curriculum. Connect with students and families with IEPs to create a safe and welcoming environment. Investigate why students with IEPs have higher rates of chronic absenteeism at Monte Vista.

Subject: Attendance/PBIS

LEA/LCAP: LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #4 Site goal 4: All teachers will utilize a socio-emotional curriculum that they will use to support students with SEL growth. Staff and students will engage in school wide PBIS program to create a positive, safe environment for learning.
4.1 Attendance will increase by 1% by Spring of 2025 from 79.1% to 80.1%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2022-23 Final Data	**2023-24 Data Goal**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal**
Schoolwide (SW)	Actual 79.5%	Goal 80.0%	Actual %	Goal %
English Learners (EL)	Actual 86.2%	Goal 86.7%	Actual %	Goal %
Students with Disabilities (SWD)	Actual 71.9%	Goal 72.4%	Actual %	Goal %
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 1.5%	Goal 1.2%
English Learners (EL)	Actual 2%	Goal 1.7%
Students with Disabilities (SWD)	Actual 2%	Goal 1.7%

Other Student Groups Socioeconomically disadvantaged	Actual 2.3%	Goal 2%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Standards, Assessment, & Accountability 1. School wide Behavior expectations, Be Safe, Be Kind, Be Responsible and Be Respectful will be reviewed at the beginning of each school year.	Completion of each classroom's Expectations			
	2.Paw Awards will be given to students exemplifying our 4 expectations, Be safe, kind, respectful and responsible	Number of referrals			
	3. Behavior Guidelines for lunch, games at recess will be developed and explicitly taught and reinforced.	Number of referrals during lunch and recess			
	4. Students, Teachers, and Staff will use PBIS Strategies focusing on being safe, being kind, being respectful and responsible	Number of referrals			
	5. Professional development in the area of Restorative Practices	PD attendance roster			
English Learners (EL)	Teaching and Learning 1. To ensure a safe and respectful environment all staff will: support the school wide discipline plan, model respectful communication, use Toolbox program to develop social skills	Number of referrals			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2. All staff including classified and certificated will problem solve with students using lifeskills, toolbox, and PBIS strategies as expected behaviors.	Number of referrals			
	3. Celebrating a student from each class and bimonthly assemblies recognizing teacher chosen Mountain Lion Awards who exemplify the 4 expectations	Number of referrals			
	4.Classroom rules and behaviors will be communicated to students and parents throughout the year. They will be taught, modeled, and reinforced	Parent newsletters			
	5. Prize cart for students to "spend" Paw Awards bimonthly.	Number of referrals	PBIS Prize Cart	Block Grant	1500
Students with Disabilities (SWD)	Opportunity & Equal Educational Access 1. Counseling will be offered to referred students to support learning responsibility, good decision making, peer relationships and support for loss, when personnel becomes available	Counseling caseload			
	2. ERHMS counseling available on limited basis for student with identified behavior needs as indicated in a student's IEP.	Psychologist caseload list			
	3. Attendance and Discipline will be monitored. Students	SART /SARB meetings and number of referrals			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	with frequent and excessive absences/tardies will work with the Assistant Principal to develop a plan for improvement.				
Other Student Groups	Staffing and Professional Development 1. Training for Noon Duties and Paraprofessionals will be offered during the year so that everyone has shared understanding of rules and procedures.	Noon Duty staff meeting agendas	Classified over time	Block Grant	500
	2. Professional development for teachers and support staff to assist students with behavioral needs; learning disabilities, and emotional needs.	PD offered during Staff Meetings/staff meeting agendas			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

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

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

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

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
YouthTruth Survey	Family members at MVS were surveyed in January 2023 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. In order to put feedback into context, this report compares MVS family members' ratings to the ratings from family members at 439 other elementary schools across the country.	Create opportunities for families to feel connected to the school. Ensure student and staff safety and communicate that plan to families.

	Compared to other participating elementary schools, MVS's highest rated themes were: Communication & Feedback Relationships and the lowest rated themes were: Engagement School Safety Compared to other participating elementary schools, MVS's highest rated question within the key themes was: I receive information about what my child should learn and be able to do. (which is in the Communication & Feedback theme) and the lowest rated question within the key themes was: I feel engaged with my school. (which is in the Engagement theme) This report represents feedback from 241 family members. Based on the enrollment data provided, you had a 52% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.	

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

SITE: Parents will attend School Site council meetings, ELAC meetings, PTA meetings, PTA sponsored events, parent education nights, and other school-sponsored events to increase student achievement and engagement in school.

Goal #5 LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

SITE: Parents will attend School Site council meetings, ELAC meetings, PTA meetings, PTA sponsored events, parent education nights, and other school-sponsored events to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide parents, staff and students with electronic access to communication.	Parent attendance, response to parent surveys.			
	Parent Surveys: YouthTruth				
	Parent Information Meetings	Attendance count			
English Learners (EL)	Interpretation for families and students to support communication and outreach.	Parent attendance, response to parent surveys.	Smore Newsletter with translation	Title I	250
	ELAC Meetings held at a time convenient for our families.	ELAC agendas, minutes, attendance sheets	Child care	Title I	500
Students with Disabilities (SWD)	Educate parents on good school attendance, automated phone calls and emails.				
Other Student Groups	Hold meetings (PTA, ELAC, Site Council) in the afternoon/evening to support working parents/guardians.				

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Intervention teacher will assist in creating leveled literacy and math groups. They will also run intervention groups to help students who are below grade level in math and ELA.	Intervention teacher	Title I	1700	Ongoing
After School homework support	Certificated or classified hourly	Title I	6500	Ongoing

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	82,718.39	71,768.39
Title I: Parent Involvement	2,103.60	2,103.60
Title I: FTE	0	-210,000.00
Block Grant	0	-9,800.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$84,821.98
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$52,957.43
Total Funds Provided to the School Through the Consolidated Application	$137,779.41
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$230,750.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Monte Vista

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

Parents/Community Members	**Staff**
1. Name: Jennifer Shade Term: 2022-2023 and 2023-2024 XParent Community Member	1. Name: Rachel Galdamez **Principal**
2. Name: Julie Farias Term: 2022-2023 and 2023-2024 XParent Community Member	2. Name: Tasha Smith Term: 2023-2024 and 2024-2025 **Teacher**
3. Name: Ryan Henne Term: 2023-2024 and 2024-2025 XParent Community Member	3. Name: Katie Quintana Term: 2023-2024 and 2024-2025 **Teacher**
4. Name: Cassandra Di Trapani Calvert Term: 2023-2024 and 2024-2025 **Student**	4. Name: Term: **Teacher**
5. Name: Term: **Student**	5. Name: Term: **Teacher**
6. Name: Term: **Student**	6. Name: Nihal Totah Term: 2023-2024 and 2024-2025 **Other School Staff**

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Monte Vista

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Jennifer Shade Term: 2022-2023 and 2023-2024 XParent Community Member	1. Name: Rachel Galdamez **Principal**
2. Name: Julie Farias Term: 2022-2023 and 2023-2024 XParent Community Member	2. Name: Tasha Smith Term: 2023-2024 and 2024-2025 **Teacher**
3. Name: Ryan Henne Term: 2023-2024 and 2024-2025 XParent Community Member	3. Name: Katie Quintana Term: 2023-2024 and 2024-2025 **Teacher**
4. Name: Cassandra Di Trapani Calvert Term: 2023-2024 and 2024-2025 XParent Community Member	4. Name: Term: **Teacher**
5. Name: Term: Parent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Nihal Totah Term: 2023-2024 and 2024-2025 **Other School Staff**