

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**AT Monte Vista**

**49-73882-6109169  
CDS Code**

Schoolsite Council (SSC) Approval Date

October 28, 2024

Local Board Approval Date

February 11, 2025

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:

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## 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

Schoolwide Program

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 2023-24 SPSA Annual Review and Update

The 2024-2025 ELAC and Site Council met several times to review and update the SPSA between September and November of 2024.

#### Involvement Process for the 2024-25 SPSA and Update

## Section 4 Student Achievement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: Student Achievement**

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP 2024 SBAC	38% of students are at or above grade level in math in grades 3-5. 62% are almost meeting or below standard.	There is a need to review best practices in teaching math and analyzing student data to inform instruction.
STAR Renaissance data	43% of kinder through 5th grade students are at or above grade level in math. 57% are almost meeting or below standard.	There is a need to review best practices in teaching math and analyzing student data to inform instruction.

**Subject: Student Achievement**

**LEA/LCAP:** CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

**Goal #1** The number of students at or above grade in math level will increase by 3%.

**Subject Area:** Math

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 38%	Goal 41%
English Learners (EL)	Actual 25%	Goal 28%
Students with Disabilities (SWD)	Actual 8%	Goal 11%
Other Student Groups	Actual	Goal

**Subject Area:**

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
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. Math instruction will include a balance of skills/concepts and comprehension. Higher level thinking will be an integral part of problem solving and communicating reasoning across all grade levels (using the cognitive taxonomy). Eureka will be used as the core resource for reading instruction.	Analyzing data from STAR	PLT time		
	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		
	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 best instructional strategies for teaching math.	PD calendar and teacher survey responses.	BeGLAD	Block Grant	4200
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, Tier II, and Tier III intervention				
	Teachers will provide designated small group time a minimum of 30 minutes per day.	STAR results			
	2. ELD student support in the classroom; classroom teachers will utilize research based strategies strategies to help ELD learners access the curriculum.	STAR 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 Social Emotional**

**Goals, Strategies, Expenditures, & Annual Review**

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**Goal 2**

**Subject: Social Emotional**

**IDENTIFIED NEED (Data Analysis)**

<b>Data Analyzed</b>	<b>Data Conclusion</b>	<b>Assessed Needs</b>
CA dashboard		
A2A attendance reporting SIS		

**Subject: Social Emotional**

**LEA/LCAP:**

CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

**Goal #2** Increase attendance rate by 1%.

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 95	Goal 96
English Learners (EL)	Actual 95	Goal 96
Students with Disabilities (SWD)	Actual	Goal
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. Implement socio emotional curriculum and community circles in all classes.	Observation data			
	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. Postcards sent to absent students	Teacher report/Community liaison			
	4. School wide and grade level teams, intervention strategies will be identified and used to support student achievement	PLT meeting notes	.8 Intervention teacher		
	5. Use positive behavioral interventions and supports campus wide.	Observational data / PBIS Tiered fidelity inventory	Subs	Block Grant	1800
English Learners (EL)	Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction	Teacher small group rosters			
	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	ELPAC results	Classified hourly	Title I: Parent Involvement	603

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	independently successful.				
	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 and student achievement.	Committee and PD attendance rosters			
Other Student Groups	Involvement of staff, parents and community: 1. Conferences are held in the fall. Parents and teachers will develop goals and review	Conference calendar and notes			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	student progress				
	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 Educational Partner Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Educational Partner Involvement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SEIS and PowerSchools Enrollment data	125 students have IEPs out of 489 total students. That is about 26% of our total population with an IEP.	Parents with students on an IEP may have unique challenges that affect their student's attendance, academic performance, and socioemotional wellbeing. To address those needs, we want to bring parents together in a supportive environment to best support families and students.

**Subject: Educational Partner Involvement**

**LEA/LCAP:** LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

**Goal #3** Site Goal:  
 Monte Vista will increase family engagement for families of students with high needs. The number of meetings supported by the Child Parent Institute will increase from 3 annual meet ups to 5 annual meet ups.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 3	Goal 5
English Learners (EL)	Actual 3	Goal 5
Students with Disabilities (SWD)	Actual 3	Goal 5
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)	Education specialists will partner with general education teachers to provide academic and socioemotional support for students with IEPs.	PLC minutes	PLC time		
			SST Meetings		
			IEP meetings		
	Community Liaison translation for meetings	sign in	Translation	Title I: Parent Involvement	1500
	IEP Meetings	IEP calendar			
	Monte Vista will host family meetings supported by the Child Parent Institute for families of students with high needs.	Meeting sign in sheets			
English Learners (EL)	Teacher provided designated instruction a minimum of 30 minutes each day	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
	Additional classroom support provided by our EL Assistant	ELPAC scores			
	Intervention teacher part time	ELPAC score	.8 Intervention teacher Salary + benefits		
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 Multilingual Learner

### Goals, Strategies, Expenditures, & Annual Review

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**Goal 4**

**Subject: Multilingual Learner**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs

**Subject: Multilingual Learner**

**LEA/LCAP:** CRPUSD will improve academic outcomes for Multilingual Learners.

**Goal #4** 3% more multilingual learners will increase a level on the ELPAC exam from 60% of students to 63% of EL students.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 60	Goal 63
English Learners (EL)	Actual 60	Goal 63
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups Socioeconomically disadvantaged	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)	Intervention teacher part time	ELPAC Score	.8 Intervention teacher Salary + benefits		
	Intervention / Walk to read program with leveled instruction in language arts 4 times a week	Walk to read schedule			
	After school EL program	roster			
	EL Assistant will support identified students in accessing the core curriculum and learning strategies to be independently successful.	ELPAC results			
	Professional development in the area of Language learning best practice	PD attendance roster			
English Learners (EL)	Teaching and Learning All EL students will receive designated and integrated English language development in the instructional day.	Class schedules			
	3. Celebrating a student from each class and bimonthly assemblies recognizing teacher for reclassifying as English Language Proficient	Number students reclassified			
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			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	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 with frequent and excessive absences/tardies will work with the Assistant Principal to develop a plan for improvement.	SART /SARB meetings and number of referrals			
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 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	107500	Ongoing
After School homework support	Certificated or classified hourly (Paid by ELOP)	Other	0	Ongoing

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	128,770	21,270.00
Title I: Parent Involvement	2229.99	126.99
Title I: FTE	0	0.00
Block Grant	\$7,350	850.00



## 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	\$93,834
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$34,937
Total Funds Provided to the School Through the Consolidated Application	\$128,771
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	\$116,103.00

### 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

**2024 - 2025**  
**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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Jennifer Shade Term: 2022-2023, 2023-2024, 2024-2025 XParent Community Member	1. Name: Rachel Galdamez <b>Principal</b>
2. Name: Lindsay Strouse Term: 2024-2025, 2025-2026 XParent Community Member	2. Name: Tasha Smith Term: 2023-2024 and 2024-2025 <b>Teacher</b>
3. Name: Ryan Henne Term: 2023-2024 and 2024-2025 XParent Community Member	3. Name: Katie Quintana Term: 2023-2024 and 2024-2025 <b>Teacher</b>
4. Name: Cassandra Di Trapani Calvert Term: 2023-2024 and 2024-2025 <b>Student</b>	4. Name: Nicole Harrelson Term: 2024-2025, 2025-2026 <b>Teacher</b>
5. Name: Term: <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Nihal Totah Term: 2023-2024 and 2024-2025 <b>Other School Staff</b>

## Section 8 School Site Council Membership

**2024 - 2025**  
**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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Jennifer Shade Term: 2022-2023, 2023-2024, 2024-2025 XParent Community Member	1. Name: Rachel Galdamez <b>Principal</b>
2. Name: Lindsay Strouse Term: 2024-2025, 2025-2026 XParent Community Member	2. Name: Tasha Smith Term: 2023-2024 and 2024-2025 <b>Teacher</b>
3. Name: Ryan Henne Term: 2023-2024 and 2024-2025 XParent Community Member	3. Name: Katie Quintana Term: 2023-2024 and 2024-2025 <b>Teacher</b>
4. Name: Cassandra Di Trapani Calvert Term: 2023-2024 and 2024-2025 XParent Community Member	4. Name: Nicole Harrelson Term: 2024-2025, 2025-2026 <b>Teacher</b>
5. Name: Term: Parent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Nihal Totah Term: 2023-2024 and 2024-2025 <b>Other School Staff</b>