School Year: 2026-2027

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Elementary	6014724	05/20/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Monte Vista Elementary School’s plan for effectively meeting ESSA requirements begins with rigorous and engaging standards-based instruction that promotes high expectations and student mastery. This foundation is aligned with the Local Control and Accountability Plan (LCAP) to ensure a comprehensive approach to student success. We implement targeted interventions and support systems for struggling students, utilizing data-driven decision-making to tailor instructional strategies to their specific needs. By leveraging federal, state, and local resources, we aim to enhance academic achievement, promote social-emotional well-being, and narrow achievement gaps. Regular monitoring, continuous professional development, and stakeholder engagement ensure our strategies remain responsive and effective in meeting ESSA compliance and enhancing student success.

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

Monte Vista works in close collaboration with our Instructional Leadership Team (ILT), School Site Council, ELAC, and AAAC parent groups to continuously review and refine our School Plan throughout the year. Each group plays an active role in meaningful discussions and decision-making to ensure the best possible support for our students. Additionally, our ILT partners with district administrators and LACOE representatives to monitor progress, evaluate outcomes, and set strategic goals for ongoing improvement.

2025-2026 meetings:

- School Site Council (SSC) Meetings - September 29, 2025, October 8, 2025, November 19, 2025, December 1, 2025, January 21, 2026, March 11, 2026, April 1, 2026, May 20, 2026
- English Learner Advisory Council (ELAC) Meetings - October 7, 2025, December 16, 2025, February 17, 2026, April 7, 2026, May 19, 2026
- African American Advisory Council (AAAC) Meetings - November 17, 205
- Monte Vista ILT Meetings - October 30, 2024, February 6, 2025, March 13, 2025, April 24, 2025
- MV ILT/District Cabinet Meetings - September 4, 2025, October 16, 2025, November 6, 2025, December 11, 2025, January 22, 2026, February 12, 2026, March 12, 2026, April 16, 2026

Resource Inequities (CSI and ATSI Only)

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

We haven't identified any resource inequities at this time but we will continue to assess the needs of all students and programs here at Nancy Cory.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children’s success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District’s Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.	Success will be determined by comparing actual outcomes to baseline outcomes, including: • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/ expulsion rates

Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.	Success will be determined by: • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).	Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.
Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.	Success will be determined by: • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES

Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	YES
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES
Other: Write In	
Other: Write In	

Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the Overarching Values are reflected in your community schools work.

Our developmental plans for ensuring that the Overarching Values are reflected in our community schools' work include integrating these values into all aspects of our school culture, policies, and instructional practices. We plan to incorporate values such as respect, equity, collaboration, and integrity through professional development, community engagement, and student programs. Additionally, we will create opportunities for staff, students, families, and community partners to collaboratively define and exemplify these values in daily interactions and school activities. Regular reflection and feedback processes will help us assess how well these values are embedded, ensuring that our community school environment promotes a positive, inclusive, and equitable learning atmosphere aligned with our shared commitments.

PART B: Describe how you will engage historically marginalized student and family groups.

To effectively engage historically marginalized student and family groups, our approach focuses on building trust, fostering open communication, and demonstrating a genuine commitment to equity. We will actively involve families through culturally responsive outreach efforts, such as community meetings, bilingual communication, and collaboration with community organizations. Additionally, we will facilitate focus group interviews led by our Community School's Liaison to gather firsthand insights, listen to concerns, and understand the specific needs of these families. Staff will receive ongoing professional development on cultural competency and anti-bias practices to better serve diverse populations. We will also create welcoming, inclusive school environments that honor diverse backgrounds and perspectives, ensuring families feel valued and empowered to participate in decision-making processes. By prioritizing relationship-building, active listening, and shared understanding, we aim to develop strong partnerships that support the success and well-being of all students, especially those from historically marginalized communities.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
Goal 1: 100% of students will have access to high-quality Tier I emotional well-being support every week. We will begin with a weekly emotional check-in and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.	YES	The December 2024 YouthTruth Student Survey revealed that students reported low levels of belonging, with only 50% feeling they can be themselves around other students, 43% stating that students are friendly to them, 28% feeling like they are an important part of the school community, and 58% feeling safe at school.	In 2024-2025, we implemented several actions to address students' sense of belonging and safety. We continued the "Sown to Grow" weekly student surveys to regularly gather feedback on students' feelings of connection, safety, and inclusion, allowing us to identify areas for improvement in real-time. Additionally, counselors provided targeted social-emotional learning (SEL) services, including small group sessions and individual support, to foster positive relationships, emotional regulation, and a sense of community among students.

Goal 2: 100% of students will have access to high-quality Tier 1 and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional well-being inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.	YES	High levels of ODRs for specific students, Sown to Grow distress alerts, and referrals for counseling services indicated the need of increased services to address students' SEL needs.	Monte Vista was committed to ensuring that 100% of students have access to high-quality Tier II and Tier III interventions tailored to their individual needs. To achieve this, we are expanding our Multi-Tiered System of Support (MTSS) to incorporate emotional well-being inputs, allowing us to monitor students' social-emotional health alongside academic performance. The site PBIS team reviews SWIS data monthly to identify students needing Tier II and Tier III behavior interventions, ensuring timely and targeted support. Counselors and administrators reviewed "Sown to Grow" alerts regularly and respond promptly, communicating with families and facilitating connections with school-based mental health services when necessary. When concerns are identified, staff will work collaboratively with families as partners in the intervention process. This integrated, data-informed approach aims to promote holistic student success by providing responsive behavioral and emotional support, fostering a positive and safe school environment.

Goal 3: 100% of students will have access to the newly created SEL room, which will serve as a dedicated space for social-emotional learning, self-regulation strategies, and emotional support. This access aims to provide students with a safe, calming environment to address their social-emotional needs, improve overall well-being, and promote a positive school climate.	NO	High levels of discipline office referrals, "Sown to Grow" distress alerts, and referrals for counseling services indicated a significant need for expanded supports to effectively address students' social-emotional learning (SEL) needs.	This is a new planned implementation for the SY 2025-2026.

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Based on reflections from the 24-25 year, we will make several adjustments to our planned goals and actions to enhance student support. Recognizing the need for more targeted social-emotional interventions, we will prioritize opening a dedicated SEL room to provide small-group services over 6-8 weeks, allowing for more personalized and intensive support. This addition aims to increase students' access to SEL resources and promote emotional regulation in a safe, calming environment.

Additionally, we will refine our Tier 3 PBIS supports by facilitating more consistent and data-driven interventions, including regular review of SWIS data and timely adjustments based on student progress. We found that some actions, such as relying solely on general classroom SEL activities and Tier 2 supports, were less effective in addressing students' specific needs; thus, we will shift toward more individualized and small-group supports via the SEL room.

Our reflections also highlighted the importance of stronger family engagement. We will increase communication and collaboration with families around SEL and behavioral interventions. Overall, these adjustments are aimed at making our supports more responsive, targeted, and effective in promoting student well-being. Moving forward, we will continue to monitor the impact of these strategies and adjust as needed to better serve our students' social-emotional and behavioral needs.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Our goal is to deepen educators' understanding of students and families by integrating community-based learning (CBL) principles into our instructional practices. We aim to foster stronger relationships, cultural responsiveness, and real-world connections that enhance student engagement and learning outcomes. To achieve this, we will provide professional development for educators on the theoretical foundations of community-based learning, emphasizing its benefits for student empowerment, cultural relevance, and social-emotional development. Additionally, we will establish regular opportunities for educators to reflect on their community-based learning experiences, share best practices, and refine strategies to better meet the needs of students and families better.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Our community school operates with a system of shared governance that promotes active participation and collective decision-making. The site-level leadership structure includes: a School Site Council (SSC), Instructional Leadership Team (ILT), and various site teams focused on specific areas such as student wellness, academics, and family engagement. The SSC provides guidance on school improvement goals, resource allocation, and policy decisions, ensuring that staff and parent voices are central to the process.

The Instructional Leadership Team (ILT), composed of teachers, administrators, and support staff, collaborates on curriculum implementation, instructional strategies, and professional development to enhance student learning. Additionally, our site teams work collaboratively to address school priorities and foster a positive school climate.

This year, we will also establish a Student Leadership Team, providing students with a platform to voice their ideas, lead initiatives, and develop leadership skills. This team will work alongside other governance bodies to promote student voice and engagement in decision-making processes.

Parent engagement is strengthened through active participation in the English Learner Advisory Committee (ELAC) and the African American Advisory Committee (AAAC), which provide valuable input on programs, policies, and initiatives that support diverse student populations. These councils facilitate ongoing communication between families and school leadership, ensuring that parent perspectives influence decision-making.

Overall, our shared governance structure fosters transparency, inclusivity, and collaboration, enabling all stakeholders—staff, families, students, and community members—to work together toward a common vision for student success and community well-being.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To build sustainability beyond the life of our implementation grant, we are developing a comprehensive plan focused on capacity building, resource alignment, and stakeholder engagement. Key steps include:

- **Embedding successful practices and strategies into our ongoing staff training programs to ensure continued staff expertise and consistency in implementation.**
- **Advocating for the allocation of district and school funds to support ongoing initiatives, including staff positions, materials, and program resources, ensuring they become part of our standard operating budget.**
- **Strengthening relationships with community organizations, local businesses, and families to diversify resources, support volunteer programs, and sustain community engagement efforts.**
- **Identifying and cultivating internal leadership through coaching and mentorship to ensure that key initiatives are championed and maintained by staff beyond the grant period.**
- **Establishing systems for continuous monitoring and evaluation to demonstrate program impact, which will support ongoing funding requests and stakeholder buy-in.**
- **Working with district leadership to incorporate successful practices into district policies and strategic plans, ensuring institutional support for sustained efforts.**

By implementing these strategies, we aim to embed the program's core elements into our school's culture and operations, ensuring long-term sustainability that continues to benefit our students, staff, and community well beyond the grant period.

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Our school has established partnerships with local organizations and community agencies to support student success and community engagement. These include collaborations with health service clinics, after-school programs, and social service providers. In the 2025-2026 school year, we will utilize the services of a student mentorship program. The mentorship program connects students with caring adult mentors from the community, offering guidance, positive role models, and additional support to foster academic achievement, social-emotional growth, and future readiness.

Looking ahead, we plan to expand these partnerships by actively involving students, staff, families, and community members in shaping and evaluating programs. We will hold regular forums and surveys to ensure our collaborations respond effectively to the evolving needs and priorities of our school community. This approach ensures that our partnerships remain aligned with our vision of equity, cultural responsiveness, and holistic development.

Through these strengthened and responsive partnerships, we aim to extend learning opportunities, address barriers to success, and promote a supportive and inclusive environment that empowers students and families to thrive.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	By the end of the 2026-2027 school year, Monte Vista Elementary School will increase overall performance by 20 points toward the ELA standard, as measured by the 2027 CAASPP ELA assessment, through targeted instructional strategies, ongoing PLC collaboration focused on evidence-based reading and writing practices, and enhanced data-driven instruction to support growth in students' literacy skills.

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.

Teachers' delivery of instruction is at low levels of depth of knowledge, rigor, and engagement.

Elementary students need access to educational field trips that provide hands-on, real-world learning experiences aligned with classroom instruction. These experiences enhance student engagement, reinforce academic concepts, and expand exposure to cultural, scientific, and career-related opportunities.

The i-Ready EOY ELA diagnostic data shows that only 35% of students are performing at or above grade level.

Staff require up-to-date office technology to efficiently manage student data, support instructional planning, and coordinate programs that enhance student learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (All Students GL 3-5)	2025 CAASPP ELA results: Overall Students - 62.8 pts below standard African American - 99.5 pts below standard American Indian - no data Asian - no data English Learner - 74.3 pts below standards Filipino - no data Foster Youth - no data Hispanic - 54.2 pts below standard Homeless - 91.5 pts below standard Long-term EL - no data Pacific Islander - no data Socioeconomically Disadvantaged - 67.9 points below standard Students w/Disabilities - 91.2 points below standard Two or More Races - 52.6 points below standard White - 31.3 points below standard	2027 Minimum CAASPP ELA growth: "Overall Students" and all subgroups will increase by 20 pts towards the standard

i-Ready ELA EOY	i-Ready EOY'26 ELA Diagnostic Placement: Overall Students: *Tier 1 = 34% *Tier 2 = 36% *Tier 3=30% English Learners: *Tier 1=21% *Tier 2=49% *Tier 3=31% Long-Term English Learners - no data Foster Youth - no data Homeless - no data Socio-economically Disadvantaged: *Tier 1=32% *Tier 2=36% *Tier 3=32% Students w/ Disabilities: *Tier 1=14% *Tier 2=29% Tier 3=58% African American: *Tier 1=30% *Tier 2=32% *Tier 3=37% Asian: *Tier 1=50% *Tier 2=15% *Tier 3=35% Filipino = no data Hispanic: *Tier 1=33% *Tier 2=29% *Tier 3=38% Native Hawaiian: *Tier 1=56% *Tier 2=22% *Tier3=22% White: *Tier 1=36% *Tier 2=37% *Tier 3=27% Two or More Races: *Tier 1=31% *Tier 2=44% *Tier 3=25%	Projeced EOY'27 ELA Diagnostic Placement: * Increase of 10% at both Tier 1 and Tier 2 across all grade levels * Decrease Tier 3 by 5% across all grade levels

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	1.1.1 - Tier 1 * All students will receive rigorous, engaging, and standards-based effective instruction in ELA. * Teachers will post and communicate learning intentions and success criteria for standards-based lessons to ensure that students clearly understand what they are learning and how they can demonstrate mastery of the standards. * PLCs will meet weekly to create lesson plans and common formative assessments. * All students will complete 40 minutes weekly per ELA.	All Students	$18,000 $25,578 $8,000	Title 1 Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures

1.1.2	1.1.2 - Tier 2 *All teachers will provide small-group, data-driven instruction to front-load, reinforce, or re-teach specific skills and concepts, and provide a reduced student/teacher ratio. * Reading intervention and enrichment will be provided through the Walk to Learn model in grade levels 1 through 5. * Differentiated teacher support will be provided by the instructional coach.	English Learners, All Students	$2,000	Title 1 Account Code: 4000–4999 Books and Supplies
1.1.3	1.1.3 - Tier 3 * Intervention and SAI teachers will work collaboratively in a new Learning Center to provide reading support to Tier 3 ELA students. * Teachers will provide small group, data-driven instruction to front-load, reinforce, or re-teach specific skills and concepts and provide a reduced student/ teacher ratio.	All Students	$10,000 $99,144.02 $3,000	LCFF S/C Account Code: 4000–4999 Books and Supplies Title I Centralized Services Account Code: 1000–1999 Certificated Personnel Salaries Title 1 Account Code: 4000–4999 Books and Supplies
1.1.4	During weekly PLC meetings, analyze student work samples to identify gaps in understanding and plan lessons that address these gaps using evidence-based reading and writing practices. Set specific goals for increasing the depth of knowledge in upcoming lessons.	All Students	$3,000 $10,000 $4,000	Title 1 Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 1000–1999 Certificated Personnel Salaries LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries

1.1.5	Grade levels will integrate field trips into the curriculum to provide students with real-world applications of their learning, thereby making education more engaging, meaningful, and impactful.	All Students	$20,000 $15,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
1.1.6	Provide targeted before/afterschool tutoring opportunities in ELA and Math for students performing below grade-level standards to strengthen foundational literacy and numeracy skills. Instruction will focus on differentiated support, small-group intervention, and standards-based skill development using data-driven practices to address identified learning gaps and improve student achievement.	All Students	$20,000 $2,738	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1
1.1.7	Purchase office technology equipment, materials, and supplies to support administrative tasks, data management, and instructional program coordination.	All Students	$25,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures

1.1.8	Provide sequential, high-quality music instruction for all students in grades 2-5 to increase engagement, develop musical skills, foster creativity, and support social-emotional growth, ensuring equitable access for all students, with a focus on supporting English Learners, low-income, and foster youth.	All Students	$30,000 $5,000 $20,000 $15,000	Prop 28: Arts & Music in Schools 20% Prop 28: Arts & Music in Schools 20% Prop 28: Arts & Music in Schools 20% Account Code: 5000–5999 Services and Other Operating Expenditures Prop 28: Arts & Music in Schools 20%

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 left blank and completed at the end of the year after the plan has been executed.

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.

All teachers participated in Professional Learning Communities (PLCs) twice a week in grades 1-5 and once a week in Kindergarten. During these collaborative sessions, teachers analyzed English Language Arts (ELA) assessment data to identify student strengths and areas of need. Teachers worked together to develop standards-aligned lessons, implement effective instructional strategies and interventions, and create formative assessments to monitor student progress. This ongoing collaboration supported data-driven decision-making, addressed identified learning needs, and promoted continuous student growth and achievement.

Grade levels 1 through 5 facilitated intervention and enrichment opportunities using the Walk to Learn model. Grade-level teachers provided ELA Tier 1 and 2 instructional supports utilizing the SIPPS program. The intervention and SIA teachers provide Tier 3 instructional supports in reading. SIA teachers provided Tier 3 support to address students' IEP math goals.

Achievement gains were made in both ELA and math, as indicated by the i-Ready diagnostic assessment data, although further improvements are still needed.

25-26 iReady:
ELA BOY Diagnostic - 16% at or above grade level, 56% at 2 or more grade levels below,
ELA EOY Diagnostic - 30% at or above grade level, 39% at 2 or more grade levels below
Math BOY Diagnostic - 6% at or above grade level, 56% at 2 or more grade levels below
Math EOY Diagnostic - 24% at or above grade level, 40% at 2 or more grade levels below

Briefly 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

Goal 1.2

Goal #	Description
Goal 1.2	By the end of the 2026-2027 school year, Monte Vista Elementary School will increase overall performance by 28 points toward the Math standard, as measured by the 2027 CAASPP Math assessment, through targeted instructional strategies, ongoing PLC collaboration focused on evidence-based mathematics practices, and enhanced data-driven instruction to support growth in students' mathematical skills.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Mathematics Diagnostics	i-Ready EOY'25 MATH Diagnostic Placement: Overall Students: *Tier 1 = 24% *Tier 2 = 45% *Tier 3=31% English Learners: *Tier 1=21% *Tier 2=54% *Tier 3=25% Long-Term English Learners - no data Foster Youth - no data Homeless - no data Socio-economically Disadvantaged: *Tier 1=25% *Tier 2=48% *Tier 3=27% Students w/ Disabilities: *Tier 1=8% *Tier 2=45% Tier 3=48% African American: *Tier 1=17% *Tier 2=45% *Tier 3=38% Asian: *Tier 1=50% *Tier 2=15% *Tier 3=35% Filipino - no data Hispanic: *Tier 1=27% *Tier 2=51% *Tier 3=22% Native Hawaiian: *Tier 1=33% *Tier 2=56% *Tier3=11% White: *Tier 1=25% *Tier 2=44% *Tier 3=30% Two or More Races: *Tier 1=28% *Tier 2=54% *Tier 3=21% American Indian/Alaskan Native: *Tier 1=23% *Tier 2=50% *Tier 3=27%	Projected EOY'27 MATH Diagnostic Placement: * Increase of 10% at both Tier 1 and Tier 2 across all grade levels * Decrease Tier 3 by 5% across all grade levels

CAASPP Mathematics	CAASPP 2025 data: (All students GL 3 - 5) Overall Students - 87.1 pts below standard African American - 119.2 pts below standard American Indian - no data Asian - no data English Learner -72.5 pts below standard Filipino - no data Foster Youth - no data Hispanic -79.1 pts below standard Homeless - 112.5 pts below standard Long-term EL - no data Pacific Islander - no data Socioeconomically Disadvantaged - 90.9 pts below standard Students w/Disabilities - 81.4 pts below standard Two or More Races - 99 pts below standard White - 62.1 points below standard	Expected CAASPP 2027 outcomes: All subgroups will move closer to standard by 20 pts

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Tier 1 *All students will receive rigorous, engaging, and standards-based effective instruction in Math . *Teachers will post and communicate learning intentions and success criteria for standards-based lessons to ensure that students clearly understand what they are learning and how they can demonstrate mastery of the standards. *All PLCs will meet weekly to develop lesson plans and common formative assessments, ensuring that all students clearly understand what they are learning and how they can demonstrate mastery of the standards. * All students will complete 40 minutes of i-Ready Math per week. * Throughout the 2026-27 school year, all teachers and administrators will participate in ongoing professional development sessions with Dr. Douglas. These sessions will focus on effective math instructional practices, data analysis, and differentiation techniques to enhance student mastery of mathematical standards. Teachers will collaborate to apply strategies learned, observe student progress, and refine their instruction to ensure all students achieve proficiency in math. Tier 2 * Teachers will deliver small group instruction to re-teach and provide targeted support to students based on formative assessments. After-school math tutoring focused on strengthening foundational math skills will be provided to students identified through common formative assessments. Tier 3 * Teacher collaboration with SAI teachers, administration, and Dr. Douglas focused on personalized support and targeted strategies will be implemented to help students achieve mastery of foundational math skills. These sessions will provide one-on-one or small group support centered on addressing specific skill gaps, utilizing research-based strategies tailored to each student's needs. Progress monitoring tools will be used regularly to track growth and inform instructional adjustments.	All Students	$4,269	Title 1 Account Code: 4000–4999 Books and Supplies

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 left blank and completed at the end of the year after the plan has been executed.

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 Pink Tuesday PDs and weekly grade-level PLCs, teachers engaged in professional development facilitated by MD School Solutions to strengthen their capacity for high-quality Tier 1 math instruction and implement targeted intervention strategies to improve student achievement. Teachers also analyzed ELA and mathematics assessment data and collaborated to develop standards-aligned lessons, instructional strategies, and interventions that addressed identified learning needs and supported student growth.

SIA teachers provided Tier 3 instructional supports to address students' IEP math goals through the push-in service model.

Achievement gains were made in math, as indicated by the i-Ready diagnostic assessment data, although further improvements are still needed.

2025-26 iRead Assessments:
Math BOY Diagnostic - 6% at or above grade level, 56% at 2 or more grade levels below
Math EOY Diagnostic - 24% at or above grade level, 40% at 2 or more grade levels below

Briefly 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.

Monte Vista will continue its partnership with MD School Solutions during the 2026-2027 school year to further build teacher capacity in delivering high-quality, standards-aligned instruction. Through ongoing professional development, instructional coaching, and collaborative planning opportunities, teachers will strengthen their instructional practices, deepen their understanding of effective Tier 1 instruction, and implement research-based strategies to improve student achievement. Professional learning will be informed by student performance data and focused on meeting the diverse academic needs of all learners, with an emphasis on increasing student engagement, academic growth, and proficiency in core content areas.

In addition, Monte Vista will partner with ClassTime to provide teachers in grades 3-5 with targeted professional learning, systems, and instructional strategies aligned to the rigor and expectations of the California Assessment of Student Performance and Progress (CAASPP). Through this support, teachers will enhance their ability to design rigorous, standards-aligned lessons, implement effective assessment practices, analyze student data, and foster critical thinking, problem-solving, and academic discourse. Together, these partnerships will support continuous instructional improvement and help ensure students are prepared for success on state assessments and beyond.

Goal 2.1

Goal #	Description
Goal 2.1	Monte Vista Elementary School will provide daily designated and integrated ELD instruction and utilize SDAIE strategies to increase English Learner students' i-Ready ELA proficiency from 21% to 30% by the end of the 2026-27 school year.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	ELPAC Summative 2025 Overall Level 1 - 12.7% * Kinder - 1.3% * 1st - 2.5% * 2nd - 2.5% * 3rd - 3.8% * 4th - 1.3% * 5th - 1.3% Overall Level 2 - 40.5% * Kinder - 7.6% * 1st - 11.4% * 2nd - 5.1% * 3rd - 8.9% * 4th - 5.1% * 5th - 2.5% Overall Level 3 - 46.8% * Kinder - 6.3% * 1st - 5.1% * 2nd - 11.4% * 3rd - 6.3% * 4th - 6.3% * 5th - 11.4%	ELPAC Summative 2026 Expectations * Reduce the number of students placing at Overall Level 3 by 10% to increase the number of student reclassified at a Level 4 * Reduce the number of student placing at Overall Level 2 by 15%, moving them into Level 3. * Move 5% of the student placing at Overall Level 1 into Overall Level 2.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	(CCSPP 4 Sustaining Staff and Resources) Tier 1: * All EL students will have access to ELA effective first instruction and Walk to Learn instruction. * All teachers with EL students will allocate 30 minutes of small group instruction utilizing the Summit K12 curriculum to provide ELD support in vocabulary, reading comprehension, writing, speaking, and listening. * All teachers will provide integrated instruction across the curriculum to support ELL students' access to standards-based content. * Teachers will actively participate in ELD instruction professional development sessions to enhance their understanding of effective strategies for supporting English Language Learners. By the end of the training, teachers will implement at least three new ELD instructional strategies in their classrooms and reflect on their effectiveness to improve language development and academic achievement for all English Language Learners. Tier 2 & Tier 3: * Interventions will be provided through i-Ready Online, Footsteps2Brilliance, Summit K12, and SIPPS.	English Learners	$3,000	Title 1
2.1.2	The school will provide targeted ELPAC tutoring and supplemental ELD instruction for English Learner students. Tutoring will focus on ELPAC domains aligned to the California ELD Standards and will be data-driven to address individual language needs identified through ELPAC results, classroom assessments, and teacher input.	English Learners	$2,000 $8,000 $2,000	Title 1 Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1

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 left blank and completed at the end of the year after the plan has been executed.

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.

The 30-minute designated ELD (English Language Development) time is instrumental in ensuring teachers provide EL students with focused instruction tailored to their language development needs. It has been essential in supporting English Learners' language acquisition and academic growth.

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

ELD instruction continues to be an area for growth. Teachers require targeted professional development focused on both designated and integrated ELD strategies. Additionally, they need to deepen their understanding of how English Learner students are assessed for redesignation.

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.

By increasing ELD professional development, monitoring of designated and integrated ELD instruction, and enhancing teachers' understanding of the redesignation process, we aim to improve the number of students reclassified by 15% by June 2027.

Goal 3.1

Goal #	Description
Goal 3.1	(CCSPP Strategy 1: Shared Commitment, Understanding, and Priority & CCSPP Strategy 3:Collaboration Leadership) - By the end of the 2026-27 school year, Monte Vista School will enhance student behavior and ensure greater consistency across the campus by fully implementing PBIS, CKH, Second Step, and Sown to Grow. Progress will be measured through higher attendance rates and a decline in office referrals and suspensions. * Monte Vista Student YouthTruth survey averages will increase to 3.0 in all areas: relationship, culture, and belonging. * Monte Vista Elementary's attendance rate will increase from 88.89% in 2026 to 93% in 2027. * Chronic absenteeism will decrease by 30% * Suspensions will decrease by 3%.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard Suspension Data 2026	CAASPP 2025 Dashboard data: * All Students - 2.1% suspended at least one day * African American - 7.2% suspended at least one day * White - 0% suspended at least one day * English Learner - 0% suspended at least one day * Foster Youth - 0% suspended at least one day * Hispanic - 1.3% suspended at least one day * Homeless - 2.8% suspended at least one day * Students w/Disabilities - 4.5% suspended at least one day * Socioeconomically Disadvantaged - 2.3% suspended at least one day * Two or more Races - 2% suspended at least one day *	Expected CAASPP 2027 Suspension decreases: * All Students - 3% decline in the number of students suspended at least one day * Across all subgroups, the number of students suspended for at least one day will decline by 3%.

CAASPP Chronic Absenteeism data	2025 CAASPP Chronic Absenteeism data * All Students - 38.2% chronically absent * African American - 48.9% chronically absent *American Indian - 33.3% chronically absent * Asian - 11.1% chronically absent * English Learners - 32.7% chronically absent * Foster Youth - 51.5% chronically absent * Hispanic - 44.7 % chronically absent * Homeless - 43.3% chronically absent * Socioeconomically Disadvantaged - 39.8% chronically absent * Students w/Disabilities - 40 % chronically absent * Two or More Races - 37.5% chronically absent * White - 37.7% chronically absent	2027 CAASPP Chronic Absenteeism decrease expectations: * The chronic absenteeism percentages for All Students and each subgroup will decrease by 30%.
YouthTruth Survey	2025 Student YT Relationships: All Students - 2.65 African American - 2.61 American Indian - 2.7 Asian - 2.67 English Learners - 2.62 Foster Youth - 2.65 Hispanic - 2.64 Homeless - 2.56 Students w/Disabilities - 2.48 White - 2.75 2024 Student YT Culture: All Students - 2.22 African American - 2.23 American Indian - 2.7 Asian - 2.12 English Learners - 2.12 Foster Youth - 2.16 Hispanic - 2.23 Homeless - 2.17 Students w/ Disabilities - 2.25 White - 2.20 2024 Student YT Belonging: All Students - 2.36 African American - 2.38 American Indian - 2.07 Asian - 2.50 English Learners - 2.35 Foster Youth - no data Hispanic - 2.36 Homeless - 2.30 Students w/Disabilities - 2.26 White - 2.30	Increase the site average in all areas to 3.0.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	(CCSPP 2 Centering Community-Based Learning, CCSPP 4 Sustaining Staff and Resources) Monte Vista's Attendance Review Team (MVART) will increase the frequency of its meetings to review A2A and LID student data (including chronic absenteeism, attendance conferences, attendance contracts, and ACT meetings) and will enhance communication with families to improve student attendance. The goal is to reduce the chronic absenteeism rate for all subgroups. Tier 1 Implementation: * Weekly MVART meetings will be scheduled for the year. * Review the flow chart for follow-up on chronic absenteeism students with all members to ensure that everyone understands their role and expectations from communication with families. * MVART members will conduct attendance conferences with parents/guardians. * MVART members will monitor student attendance after conducting attendance conferences. * MVART will develop an incentive activity schedule to acknowledge positive and improve student attendance. Funds for PBIS materials and supplies (incentives, student store, etc.) will be allocated. All teachers will deliver Second Step lessons every Tuesday and reference lessons throughout the week. All teachers will administer weekly Sown to Grow surveys every Tuesday. Tier 2 Implementation: * Counseling groups, Community Circles, and Restorative Justice strategies will be utilized to emphasize peer relational groups at a minimum of once a week. * Counseling will include positive ways to interact in the midst of conflict. Counselors will use SWIS data to see who would benefit from the intervention. Tier 3 Implementation: * Check-in, Check-out, and Breaks are Better implementation with our students with the highest number of ODRs in SWIS. * Counselors, teachers, supervision aids, and the PBIS team are to conduct quick morning check-ins and launches with students at the end of the day.	All Students	$6,000 $2,500 $4,269 $5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF - Base LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures

3.1.2	PBIS Team and MVART members will create a schedule of events to acknowledge positive behavior and good attendance. LID information will be utilized to determine dates to target based on high absenteeism trends.	All Students	$5,269 $4,000 $5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF - Base LCFF - Base Account Code: 4000–4999 Books and Supplies
3.1.3	(CCSPP Strategy 3: Collaboration Leadership) - Increase school-to-home communication and parent engagement initiatives to foster a strong school community, support student achievement, and promote meaningful family involvement, as measured by higher parent participation in school events and parent advisory councils, improved communication feedback, and positive student performance outcomes.	All Students	$3,000 $5,000 $5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures Title 1 Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 4000–4999 Books and Supplies

3.1.4	Implement a series of structured, parent workshops focused on literacy, mathematics, and social-emotional learning to build family capacity to support student learning at home and increase meaningful parent engagement in academic content	All Students	$50,000 $10,000	California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies
3.1.5	(CCSPP 2 Centering Community-Based Learning: CCSPP 5 Strategic Community Partnerships) Implement community-building events, including family engagement nights, cultural celebrations, and open forums, to strengthen relationships among the school, students, families, and staff.	All Students	$10,000 $10,000 $10,000	California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries

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 left blank and completed at the end of the year after the plan has been executed.

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.

Monte Vista staff continued their efforts to maintain a positive school environment and culture through the implementation of CKH practices and the promotion of the PBIS R.A.C.E. pledge--Monte Vista Mustangs are Responsible and Respectful, Achieve to Succeed, Considerate of Others, and Encourage Others Daily. Special activities and PBIS store incentives were used to motivate students to exhibit positive and safe behaviors.

Attendance: Monte Vista experienced a slight decrease in the overall year-to-date attendance rate as of Month 9, decreasing from 90.49% in 2024-2025 to 89.48% in 2025-2026.

Chronic Absenteeism: The end-of-year (EOY) chronic absenteeism rate was 35%. As of Month 9, we have decreased the chronic absenteeism rate to 39%.

Suspensions: Monte Vista's suspension rate decreased, with out-of-school suspensions dropping from 29 in 2024-25 to 14 in 2025-26.

Briefly 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.

The MVAT/Monte Vista Attendance Team will strengthen and expand its efforts to identify and address near-chronic absenteeism early in the school year. Through ongoing monitoring of attendance data, timely outreach to families, and implementation of targeted supports and interventions, the team will work proactively to remove barriers to attendance, improve student engagement, and prevent chronic absenteeism. Efforts will include regular attendance reviews, family communication, collaboration with school staff and community partners, and recognition of positive attendance patterns to promote a culture of consistent school attendance. When necessary, the team will submit School Attendance Review Board (SARB) referrals and work closely with PSA personnel and the District Attorney's Office to address persistent attendance concerns. Through these coordinated efforts, the team will support families in overcoming attendance barriers, reinforce the importance of regular school attendance, and help ensure that all students remain engaged and on track for academic success.

Goal 4.1

Goal #	Description
Goal 4.1	By the end of the 2026-2027 school year, at least 70% of students in grades 3-5 will demonstrate growth on benchmark and formative assessments aligned to CAASPP and CAST item types, and overall proficiency rates in ELA, Math, and Science will increase by at least 5% compared to the previous school year.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (All Students GL 3-5)	2025 CAASPP ELA results: Overall Students - 62.8 pts below standard African American - 99.5 pts below standard American Indian - no data Asian - no data English Learner - 74.3 pts below standards Filipino - no data Foster Youth - no data Hispanic - 54.2 pts below standard Homeless - 91.5 pts below standard Long-term EL - no data Pacific Islander - no data Socioeconomically Disadvantaged - 67.9 points below standard Students w/Disabilities - 91.2 points below standard Two or More Races - 52.6 points below standard White - 31.3 points below standard	Projeced EOY'27 ELA Diagnostic Placement: * Increase of 10% at both Tier 1 and Tier 2 across all grade levels * Decrease Tier 3 by 5% across all grade levels

CAASPP Mathematics	CAASPP 2025 data: (All students GL 3 - 5) Overall Students - 87.1 pts below standard African American - 119.2 pts below standard American Indian - no data Asian - no data English Learner -72.5 pts below standard Filipino - no data Foster Youth - no data Hispanic -79.1 pts below standard Homeless - 112.5 pts below standard Long-term EL - no data Pacific Islander - no data Socioeconomically Disadvantaged - 90.9 pts below standard Students w/Disabilities - 81.4 pts below standard Two or More Races - 99 pts below standard White - 62.1 points below standard	Expected CAASPP Math 2027 outcomes: All subgroups will move closer to standard by 20 pts
iReady MATH Diagnostics data	i-Ready EOY'25 MATH Diagnostic Placement: Overall Students: *Tier 1 = 24% *Tier 2 = 45% *Tier 3=31% English Learners: *Tier 1=21% *Tier 2=54% *Tier 3=25% Long-Term English Learners - no data Foster Youth - no data Homeless - no data Socio-economically Disadvantaged: *Tier 1=25% *Tier 2=48% *Tier 3=27% Students w/ Disabilities: *Tier 1=8% *Tier 2=45% Tier 3=48% African American: *Tier 1=17% *Tier 2=45% *Tier 3=38% Asian: *Tier 1=50% *Tier 2=15% *Tier 3=35% Filipino - no data Hispanic: *Tier 1=27% *Tier 2=51% *Tier 3=22% Native Hawaiian: *Tier 1=33% *Tier 2=56% *Tier3=11% White: *Tier 1=25% *Tier 2=44% *Tier 3=30% Two or More Races: *Tier 1=28% *Tier 2=54% *Tier 3=21% American Indian/Alaskan Native: *Tier 1=23% *Tier 2=50% *Tier 3=27%	Projected EOY'27 MATH Diagnostic Placement: * Increase of 10% at both Tier 1 and Tier 2 across all grade levels * Decrease Tier 3 by 5% across all grade levels

2026-2027 iReady ELA EOY Diagnostic Assessment data	i-Ready EOY'26 ELA Diagnostic Placement: Overall Students: *Tier 1 = 34% *Tier 2 = 36% *Tier 3=30% English Learners: *Tier 1=21% *Tier 2=49% *Tier 3=31% Long-Term English Learners - no data Foster Youth - no data Homeless - no data Socio-economically Disadvantaged: *Tier 1=32% *Tier 2=36% *Tier 3=32% Students w/ Disabilities: *Tier 1=14% *Tier 2=29% Tier 3=58% African American: *Tier 1=30% *Tier 2=32% *Tier 3=37% Asian: *Tier 1=50% *Tier 2=15% *Tier 3=35% Filipino = no data Hispanic: *Tier 1=33% *Tier 2=29% *Tier 3=38% Native Hawaiian: *Tier 1=56% *Tier 2=22% *Tier3=22% White: *Tier 1=36% *Tier 2=37% *Tier 3=27% Two or More Races: *Tier 1=31% *Tier 2=44% *Tier 3=25%	Projeced EOY'27 ELA Diagnostic Placement: * Increase of 10% at both Tier 1 and Tier 2 across all grade levels * Decrease Tier 3 by 5% across all grade levels
2026 CAST Assessment data	2025 CAST Assessment data (all 3 - 5 students) All students - 44 science pts. African American - 34.9 science pts. American Indian - no data Asian - no data English Learner - 41.5 science pts. Filipino - no data Foster Youth - no data Hispanic - 46.5 science pts. Homeless - 37.6 science pts. Long-term EL - no data Pacific Islander - no data Socioeconomically Disadvantaged - 42.6 science pts. Students w/Disabilities - 38.9 science pts. Two or More Races - no data White - no data	Expected 2027 CAST assessment outcomes: All subgroups will increase by 5 science pts.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Provide professional development for teachers focused on effective math instructions strategies, including the use of manipulatives and visual aides to enhance understanding of foundational math concepts.	All Students	$36,000 $5,000	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 4000–4999 Books and Supplies
4.1.2	All 3rd through 5th-grade general education teachers will participate in Classtime professional development in Language Arts, Math, and Science and utilize the Classtime online platform, which will equip them with strategies to address CAASPP and CAST item types while building students' strategic thinking skills. By focusing on strategic thinking in Math, along with targeted instruction in Science and ELA content, teachers will strengthen classroom instruction and improve student performance on high-stakes assessments.	All Students	$8,480 $15,000	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures

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 left blank and completed at the end of the year after the plan has been executed.

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.

The partnership between Playworks and Monte Vista's campus supervision staff has strengthened staff capacity in behavior management, conflict resolution, and positive student engagement. Through consistent training and collaboration, supervision staff have developed a more proactive and restorative approach to addressing student behavior, resulting in a reduction in recess-related office referrals and an increase in positive student interactions.

Additionally, Monte Vista's partnership with ELEVO Mentors has provided students with meaningful social-emotional support and opportunities to build positive relationships with trusted adults. As a result, more students report feeling heard, supported, and connected to the school community. This targeted support has contributed to a decrease in the amount of time students spend out of the classroom due to behavioral concerns, resulting in increased instructional time, improved student engagement, and a more positive learning environment for all students.

Briefly 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.

The Playworks and ELEVO service contracts were funded through Monte Vista's Equity Multiplier allocation. As Monte Vista will not receive Equity Multiplier funding during the 2026-2027 school year, the school will be unable to continue these services at their current level. Through its partnership with Playworks, Monte Vista has successfully established systems and practices that have strengthened behavior management, conflict resolution, and positive student engagement. The school plans to sustain these systems and continue implementing the strategies developed through this partnership.

Monte Vista had anticipated continuing its work with ELEVO Mentors due to the positive impact the program has had on student well-being, engagement, and access to social-emotional support. However, the loss of Equity Multiplier funding makes it financially unfeasible to renew the ELEVO contract for the 2026-2027 school year. To mitigate the impact of this loss, the school is developing a sustainability plan that will leverage existing personnel, including a long-term substitute teacher, campus supervisor, and other staff, to continue implementing key mentoring, relationship-building, and student support practices established through the ELEVO program. These efforts are intended to preserve a positive school climate, maintain student access to supportive adult relationships, and minimize disruptions to instructional time.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$189,881.04
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$554,247.02

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1	$90,737.02
Comprehensive Support and Improvement (CSI)	$0.00
Title I Centralized Services	$99,144.02

Subtotal of additional federal funds included for this school: $189,881.04

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 ($)
LCFF S/C	$55,846.55
LCFF - Base	$83,769.83
California Community Schools Partnership Program	$164,957.80
Prop 28: Arts & Music in Schools 20%	$78,653.50
Prop 28: Arts & Music in Schools 80% - Employment	$0.00
Equity Multiplier	$120,000.00

Unrestricted State Lottery	$0.00
Restricted Lottery	$0.00
ELO-P	$100,000.00
Educator Effectiveness	$0.00
Donations	$0.00
Literacy Grant	$0.00

Subtotal of state or local funds included for this school: $603,227.68

Total of federal, state, and/or local funds for this school: $793,108.72

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Dr. Shameka Andre	MV ELAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/20/2026.

Attested:

Principal, Janice Forte' on 05/20/2026

SSC Chairperson, Cynthia Hernandez on 05/20/2026