

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Vista del Monte Elementary School
Address	2744 North Via Miraleste Palm Springs, CA 92262-2274
County-District-School (CDS) Code	33-67173-6032452
Principal	Jamie Santos
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024-6/30/2025
Schoolsite Council (SSC) Approval Date	10/7/2024
Local Board Approval Date	12/17/24

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Purpose and Description..... 4
- Educational Partner Involvement 5
- Resource Inequities 7
 - Needs Assessment – Review of Performance 8
 - Reflections: Success 8
 - Reflections: Identified Need 9
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 19
 - Academic Engagement 25
 - Conditions & Climate..... 28
- Annual Review and Update 31
 - Goal 1 – Increased Academic Achievement 31
 - Goal 2 – Parent Engagement..... 43
 - Goal 3 – Safe and Healthy Learning Environment..... 48
- Goals, Strategies, & Proposed Expenditures 55
 - Goal 1 55
 - Goal 2..... 70
 - Goal 3..... 77
- Centralized Services for Planned Improvements in Student Performance 84
- Budget Summary and Consolidation 86
 - Budget Summary 86
 - Allocations by Funding Source..... 86
 - Other Federal, State, and Local Funds 86
 - Expenditures by Funding Source 88
 - Expenditures by Budget Reference 89
 - Expenditures by Budget Reference and Funding Source 90
- School Site Council Membership 91
- Recommendations and Assurances 92
- Title I and LCFF Funded Program Evaluation 93

Instructions.....99
 Instructions: Linked Table of Contents.....99
 Purpose and Description.....99
 Educational Partner Involvement100
 Resource Inequities100
Goals, Strategies, Expenditures, & Annual Review100
 Annual Review102
 Budget Summary102
 Appendix A: Plan Requirements104
 Appendix B:.....106
 Appendix C: Select State and Federal Programs108

School Vision and Mission

Vista del Monte Elementary School is committed to providing students with a positive, safe, and welcoming learning environment that engages students in rigorous and relevant academic learning opportunities that also support students' social and emotional needs.

Staff at Vista del Monte Elementary School are a professional learning community that fosters student success by implementing highly effective instructional strategies across subject areas and academic instruction aligned with the California State Standards so that students are prepared for success in the 21st century.

School Profile

Vista del Monte Elementary School is located in Palm Springs, California, a community in the Coachella Valley located within Riverside County. Vista del Monte is one of 16 elementary schools in the Palm Springs Unified School District. Vista del Monte Elementary School provides services to approximately 480 students in Transitional Kindergarten through fifth grade on a traditional school calendar. Vista del Monte Elementary provides the following special education services on-site: RSP, Speech, and Language. In addition, Vista del Monte has a Dual Immersion program where Spanish is the target language. Our Dual Immersion program serves students in grades Transitional Kindergarten through fifth grade. The students in the Dual Immersion program reflect the student population of Vista del Monte Elementary School with students from different backgrounds as well as different languages.

Vista del Monte Elementary staff members are dedicated to working with our diverse student population. As a Professional Learning Community, we collaborate to analyze student data, have collaborative discussions, and utilize the data to determine the next steps for instruction or intervention/extension opportunities. Students are assessed utilizing the district-adopted core curriculum, district benchmarks, and common grade-level-created assessments. Staff at Vista del Monte Elementary School strive to promote academic excellence and a safe learning environment that acknowledges students' social-emotional needs.

Vista del Monte Elementary School works in collaboration with the District Office to revise the School Plan for Student Achievement. The school plan is developed according to specific guidelines established by the California Department of Education and Education Code. The actions and expenditures are adjusted to address the needs of the students. The school plan is updated annually by the Vista del Monte Elementary School Site Council.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Attendance of the White student population and Students with Disabilities (SWD); Suspension Rate for the White student population

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 Vista del Monte Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim and common formative assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with Palm Springs Unified School District Local Control and Accountability Plan (LCAP) goals and include the same metrics/indicators. Feedback is solicited from school advisory committees including the English Language Advisory Committee (ELAC) and School Leadership team. The Vista del Monte Elementary School Plan addresses how Local Control Funding Formula (LCFF) and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner 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 SPSA and Annual Review and Update

Vista del Monte Elementary School collaborates with various educational partners as consultation for the planning process of the SPSA. Educational partners included School Site Council, the English Language Advisory Committee (ELAC), the school leadership team, the student council, and the Parent Teacher Association (PTA).

School Site Council (SSC) Elections Dates and Results for the 2024-2025 School Year:

- School Site Council (SSC) Parent Nomination Ballots were sent on Parent Square on 8/28/23
- School Site Council (SSC) Parent Voting Ballots closed on 9/1/23
- SSC Parents: Kimberley Enriquez, Maribel Langarcia, Jim Cross, Eva Merenda, and Cindy Lizarraga
- SSC Bylaws approved 9/12/2023 indicating a two-year term. No election needed for the 2024-2025 school year.
- School Site Council (SSC) Classified Nomination Ballots were sent on Parent Square on 8/25/23
- School Site Council (SSC) Classified Voting Ballots closed on 8/30/23
- SSC Bylaws approved 9/12/2023 indicating a two-year term. No election needed for the 2024-2025 school year.
- SSC Classified: Precious Simmons
- School Site Council (SSC) Certificated Nomination Ballots were sent to certificated staff on 8/25/23
- School Site Council (SSC) Certificated Voting Ballots closed on 8/30/23
- SSC Certificated: Hugo Cruz, Elizabeth Vieyra
- SSC Bylaws approved 9/12/2023 indicating a two-year term. Due to one teacher retiring, one vacant certificated position was available.
- School Site Council (SSC) Certificated Nomination Ballots were sent to certificated staff on 8/26/24
- School Site Council (SSC) Certificated Nomination Ballots closed on 8/30/24
- School Site Council (SSC) Certificated Voting Ballots sent on 8/30/24
- School Site Council (SSC) Certificated Voting Ballots closed on 9/4/24
- Additional elected Certificated Member: Cristina Tostado

School Site Council (SSC) Meeting Dates and Topics:

9/4/24 Topic(s): District School Site Council Member Training

9/9/24 Topic(s): Election results, SSC bylaws, Parent and Family Engagement Policy, Uniform Complaint Procedures, Attendance Plan, School Safety Plan, Modifications for SPSA Goals, Strategies, Funding, Monitoring the SPSA Original Budget, and ELAC Report.

9/30/24 Topic(s): Parent and Family Engagement Policy and Home/School Compact

10/7/24 Topic(s): Budget Review: Modifications for SPSA Goals, Strategies, Funding, Modifications to Categorical Funding based on Target Updates and SPSA Review

Upcoming Meetings:

11/4/24

12/2/24

1/13/25

2/3/25

3/3/25

4/21/25

5/5/25

English Language Advisory Committee (ELAC) Elections Dates and Results for the 2024-2025 School Year:

- English Language Advisory Committee (ELAC) Parent Ballots were sent on 10/1/2024
- English Language Advisory Committee (ELAC) Members: Isela Cesna (President), Cristina Gonzalez (Vice President), Isaura Mora (Secretary), Antonio Lopez, Beatriz Herrera, Miriam Gonzalez, Cristina Gonzalez, Kathy Surdin

Upcoming ELAC Meeting Dates:

11/12/24

12/10/24

2/11/25

4/22/25

English Language Advisory Committee (ELAC) Meetings Dates and Topics concerning the SPSA:

11/30/23 Topic(s): Information about ELAC and the purpose of the committee

1/25/24 Topic(s): Review ELAC Bylaws, Training -Overview of the Responsibilities of ELAC, Uniform Complaint Procedure, discuss future ELAC meeting dates and times, review projected budget and ELL programs provided, priorities for ELLs, report from SSC - budget cuts for next year.

2/22/24 Topic(s): Review of SPSA, review of EL programs, Survey: EL School Site Needs Assessment - Parents took the needs assessment survey, survey results were collected, and parents voiced a need for a wider selection of Spanish language books in the library. Additional questions from the survey were reviewed with SSC.

3/21/24 Topic(s): Attendance Discussion, importance of regular school attendance and discuss the effects of absences on ADA, input from parents regarding school absence procedures, Review of SPSA Goals and SPSA Goal Activities

4/18/24 Topic(s): Review ELAC for this year, review the roles and responsibilities of ELAC, goals for next year, Report from SSC (expenditures, donations, goal activities)

Student Leadership (Early Act Club) Meeting Dates:

9/23/24 Teacher advisor planning meeting

10/3/24 Student and Family Kick-Off Meeting- Provided an overview of the program

10/17/24 Student Nominations, Palm Springs High School Homecoming Parade, Red Ribbon Week activities, discuss Community Project

Upcoming meetings will be twice a month on Mondays

Vista del Monte Leadership Team Meeting Dates:

8/19/24 Topic(s): Site Assessment Data Review, School Site Council Meetings, Professional Learning Communities, Designated ELD, District and Site Initiatives (Academics, Universal Design for Learning, Equity, Attendance, ATSI), Language Arts and Math Action Plan Review, Class Visits, Software Updates

9/16/24 Topic(s): Hispanic Heritage Month, Bell Schedule, Assemblies, School Safety, Field Trips/Enrichment

10/24/24 Topic(s): Family Literacy Night, Equity Training, Awards Assemblies, Wellness Center, Board Policies

Upcoming Meeting Dates:

11/18/24

12/9/24

1/27/25

2/10/25

3/10/25

4/28/25

5/12/25

Parent Teacher Association (PTA) Meeting Dates:

8/27/24 Topic(s): Board Meeting- Introduction meeting of members, Principal's Report, Ideas for school support, Treasurer Report, Online Program Software Requests

9/9/24 Topic(s): Board Meeting- Principal's Report, budget report, finalize planning for school book fair to create a sign-up sheet for PTA members to run the book fair, discuss additional opportunities for parent involvement and recruitment, confirm fundraiser assembly date

10/7/24 Topic(s): Board Meeting- Principal's Report, Treasurer Report, review PTA member sign-up sheet for book fair, book fair training, Hispanic Heritage Month, Online Software review

Upcoming VDM PTA Meetings:

Monday, November 18- VDM PTA Board Meeting General Association Meeting #1

Monday, December 9- VDM PTA Board Meeting

Monday, February 3- VDM PTA General Association Meeting #2

Monday, March 24- VDM PTA Board Meeting

Monday, April 21- VDM PTA Board Meeting

Monday, May 12- VDM PTA General Association Meeting #3

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Fund extra duty salaries/benefits for staff to participate in parent nights
2. Discontinue to fund a site Academic Coach for the 2024-2025 school year to support Dual Immersion interventions and new Dual Immersion teacher coaching
3. Fund extra duty salaries/benefits for classified staff support with family engagement nights
4. Fund extra duty salaries/benefits for classified staff to support with supervision
5. Fund a 5.75hr Bilingual Aide to support academic interventions

6. Fund a 7hr Paraprofessional III to support Tier 2 interventions outside of the classroom and other duties as assigned to support student learning
7. Fund a positive attendance program to decrease student Chronic Absenteeism and Suspension as identified in the Additional Targeted Support Improvement (ATSI) Plan

Resource Inequities

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

Through our needs assessment, we identified a resource inequity with performance in English Language Arts for English Learners, Hispanic, and Socioeconomically Disadvantaged groups. Based on the 2023 CA School Dashboard English-Language Arts (ELA) results, English Learners declined 18.3 points below standard, Hispanic population declined 11.6 points below standard, and Socioeconomically Disadvantaged declined 13.2 points below standard.

2024-2025 STAR test results indicate a continuing need for English Language Arts support for students in kindergarten through 5th grade:

Kindergarten STAR Early Literacy: 19% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

1st Grade STAR Early Literacy: 21% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

2nd Grade STAR Early Literacy: 39% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

3rd Grade STAR Reading: 33% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

4th Grade STAR Reading: 24% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

5th Grade STAR Reading: 20% Urgent Intervention in Fall; Percent for Urgent Intervention in Winter is To Be Determined

In Goal 1 of our 2024-25 plan, we have addressed this inequity through the following actions:

- Our site and district Academic Coach will support classroom teachers in the identification of and effective delivery of appropriate strategies for reading and writing, while also addressing the site math action plan
- Our Reading Intervention Specialist will work with students who are performing below grade level in English Language Arts to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target students who are performing below grade level in English Language Arts and then Math
- The 3-year grant-funded Literacy Coach Reading Specialist position will support teachers and students in both the English-only and dual immersion program
- Add paraprofessional III to support reading intervention
- Increase bilingual paraprofessional hours to 5.75 hrs to support students

In Goal 3 of our 2024-25 plan, we have addressed this inequity through the following actions:

- Continuously review, revise and implement a strategic positive attendance program for students who are present
- Continue to strengthen the site's systematic intervention attendance program for students identified as having moderate chronic and severe chronic absences
- Further develop an attendance data tracking system to monitor and respond to attendance data to improve Vista del Monte's overall attendance
- Add one (1) supervision aide to support school and student safety

In addition, based on the 2023 CA Dashboard results, Vista del Monte's overall chronic absenteeism was at 35.4% (very high) and overall suspension rate at 1.6% suspended at least one day (increased 1.2%). As part of Vista del Monte's Additional Targeted Support Improvement (ATSI) Plan, it was acknowledged that the previous school plan identified a strategy/action and allocated resources to address student attendance. However, the strategy action will be modified to enhance the current plan to support positive attendance and target the identified student groups: white population and students with disabilities. Likewise, school climate and culture data will be reviewed from the Panorama Survey to

address the current suspension rate.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

English-Language Arts-

Based on the CA Dashboard Indicator, students declined 11.6 points in the English-Language Arts standards.

Student Groups by Performance Level: English Language Learners subgroup performed at the Orange Level at 65.7 points below standard; Hispanic subgroup performed at the Orange Level at 60.9 points below standard; Socioeconomically Disadvantaged/Low Income (LI) subgroup performed at the Orange Level at 55.5 points below standard; African American (Less than 11 students - data not displayed for privacy), American Indian (Less than 11 students - data not displayed for privacy), Asian (Less than 11 students - data not displayed for privacy), Foster Youth (Less than 11 students - data not displayed for privacy), Homeless (Less than 11 students - data not displayed for privacy), Two or More Races (Less than 11 students - data not displayed for privacy), Students with Disabilities (Increased by 33.5 points), and White (Declined by 26.6 points) subgroups do not have a Performance Color indicator.

Fall STAR Reading Assessment Results: 25.5% met or exceeded the standards

Winter STAR Reading Assessment Results: 28.1% met or exceeded the standards

English-Language Arts Supporting Actions: All teachers (Both the English program and Dual Immersion Program) were provided access to the district and site Academic Coaches for the purpose of planning, collaborating, and support for the implementation of effective teaching strategies. Likewise, Academic Coaches worked directly with teachers to demonstrate lessons and/or co-teach a lesson during class visits or on a regular lesson day that did not include class visits by the administration. The site Academic Coach provided instructional support to staff members. They have worked directly with 3rd grade and 5th grade teachers to implement Designated ELD Instruction. Reading intervention supports were provided to 1st-3rd graders in the Dual Immersion program. The site Academic Coach also implemented writing supports with 3rd- 5th grade teachers to prepare students for the SBAC ELA Performance Task. The site Academic Coach provided Spanish reading intervention for students in the dual immersion program. Vista del Monte Elementary School offered after-school academic intervention opportunities to registered students in the fall, winter, and spring through the PSUSD Expanded Learning Opportunity Program. In the fall, six teachers offered academic interventions twice a week (servicing 48 students). In the winter, seven teachers offered academic interventions twice a week (servicing 61 students). In the spring, three teachers offered academic interventions twice a week (servicing 28 students).

Mathematics-

Based on the CA Dashboard Indicator, students maintained 1.5 points in the Mathematics standards.

Student Groups by Performance Level: English Language Learners subgroup performed at the Orange Level at 66.6 points below standard; Hispanic subgroup performed at the Orange Level at 63.3 points below standard; Socioeconomically Disadvantaged/Low Income (LI) subgroup performed at the Orange Level at 57.5 points below standard; African American (Less than 11 students - data not displayed for privacy), American Indian (Less than 11 students - data not displayed for privacy), Asian (Less than 11 students - data not displayed for privacy), Foster Youth (Less than 11 students - data not displayed for privacy), Homeless (Less than 11 students - data not displayed for privacy), Two or More Races (Less than 11 students - data not displayed for privacy), Students with Disabilities (Increased 59.7 points), and White (Increased 9.2 points) subgroups do not have a Performance Color indicator.

Fall STAR Mathematics Assessment Results: 20.1% met or exceeded the standards

Winter STAR Mathematics Assessment Results: 16.9% met or exceeded the standards

Mathematics Supporting Actions: Grades TK - 5th grade were provided two full days of High Impact Math Action Planning Days. During each grade level's High Impact Math Action Planning Day, the site administrator and district Academic Coach worked directly with teachers to review current student data to develop Teachers collaborated to identify strengths and challenges. Each grade level then selected area(s) of instructional focus, Professional Learning Community (PLC) instructional agreements, developed a timeline for implementing/monitoring their PLC agreement(s), determined what evidence they would bring to PLCs as the evidence of the agreements, and identified what or who they may need

Reflections: Success

support from to implement their grade level plan. Three class visits were conducted by site administration to focus on observing evidence of grade level's math action plan.

Student Intervention Supporting Actions: Vista del Monte site administration collaborated with the site Academic Coach to simplify, clarify, and systematize the Student Success Team (SST) process. The process was communicated with all staff in December 2022 and is continued to be followed to ensure discussions with student concerns are established in advance.

Conditions & Climate-

Based on the CA Dashboard Indicator, 1.6% of students were suspended at least one day, an increase of 1.2%.

Suspension Rate Supporting Actions: Since December 2022, the staff at Vista del Monte Elementary School have utilized Synergy (the PSUSD Student Information System) to input a student discipline incident. This allowed teachers to document and demonstrate the Tier 1 and Tier 2 interventions they were implementing in their classrooms with the student, along with providing site administration with appropriate data to see what interventions were working with specific students and which students were struggling with expectations. For the students referred to site administration after their third violation of the same offense, site administrators reviewed the student's previous incidents to determine appropriate interventions and/or other means of correction before considering student suspension. Other means of correction included site administrator collaboration with the school counselor to identify students with similar social-emotional needs to develop targeted small group counseling as well as identifying students that may need a check-in/check-out, token rewards system, accommodation/focus tools (i.e. -fidget spinners, stimulation/tactile stickers, squishy balls), restorative circle discussions, and site administrator assigned student workshops facilitated by the school counselor over the course of two days to assist in targeting and teaching positive behaviors. Teachers are communicated with regularly on updates and successful strategies with students.

Culture & Climate Supporting Actions: Vista del Monte Elementary School holds in-person, monthly awards assemblies to celebrate student achievement and invites parents to attend. Since December 2023, site administration and school leadership identified the top three general school expectations to communicate with students and families: Be Respectful, Be Responsible, and Be Safe. These expectations are communicated daily in the Vista del Monte Morning Show, posted in classrooms, and in common areas in both Spanish and English. Site administration shifted daily morning announcements into a video format to create the Vista del Monte Morning Show to allow students to submit a Flip-recorded video of them saying the Pledge of Allegiance in English or Spanish, Student Council students to submit a video recording of their daily activities to announce, and for the site principal to provide students and staff with daily reminders or announcements.

According to the Panorama Winter 2024 Family Climate Survey, the following percentages indicate a favorable response and increase:

Safety 96%

Sense of Belonging (School Connectedness) 95%

Knowledge and Fairness of Discipline, Rules, and Norms 91%

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

English Language Learners continue to perform below their other sub-groups in both ELA and Math. In addition, Vista del Monte Elementary School has been identified as an Additional Targeted Support Improvement (ATSI) school and has been identified as the indicator of Chronic Absenteeism with the eligible groups of the white population and students with disabilities (SWD). Likewise, Vista del Monte was identified in the red in Suspension Rate with the White population of students increasing by 6.3%

English Language Learners-

The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2023 CA School Dashboard results, our EL students are performing 65.7 points below standard in English-Language Arts (ELA) and 66.6 points below standard in mathematics. 2023-24 STAR test results indicate a continuing differential for EL students in both reading and mathematics. In February 2024, site administrators completed class visits focused on identifying practices to support

English Language Learners during Integrated English Language Development (ELD). It was evident that there are areas of growth for providing support for our EL students.

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (English Language Learners) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- The Reading Intervention Specialist will work with students who are performing below grade level in ELA to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The Dual Immersion classes will consider utilizing a phonemic awareness program to address student literacy
- The teachers will have increased opportunities to engage in professional development that will focus on student literacy and best practices to support literacy
- The Literacy Coach Reading Specialist (3-year grant position beginning 2024-25) will provide intervention supports for students and coaching teachers best practices to support student literacy and ELD strategies

English-Language Arts-

The CA Dashboard indicates a decline in English-Language Arts. Therefore, targeted support is needed to increase student achievement. Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 53.1 points below standard (low). Vista del Monte Elementary School has a need for first-best instruction and intervention support in the area of English-Language Arts. Our teachers will address student literacy with the integration of a phonemic awareness program.

Local indicators--STAR Reading (English) Assessment Data (at/above benchmark):

Transitional Kindergarten: Fall 2023 5%; Winter 2024 14%

Kindergarten: Fall 2023 51%; Winter 2024 35%

1st Grade: Fall 2023 19%; Winter 2024 23%

2nd Grade: Fall 2023 16%, Winter 2024 13%

3rd Grade: Fall 2023 19%, Winter 2024 30%

4th Grade: Fall 2023 23%, Winter 2024 32%

5th Grade: Fall 2023 36%, Winter 2024 39%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (English-Language Arts) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- The Reading Intervention Specialist will work with students who are performing below grade level in ELA to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The Dual Immersion classes will consider utilizing a phonemic awareness program to address student literacy
- The teachers will have increased opportunities to engage in professional development that will focus on student literacy and best practices to support literacy
- The Literacy Coach Reading Specialist (3-year grant position beginning 2024-25) will provide intervention supports for students and coaching teachers best practices to support student literacy and ELD strategies
- Increase the 4.5 hour Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms
- Add one (1) Paraprofessional III to support student reading intervention groups in collaboration with the Reading Intervention Specialist and/or Literacy Coach Reading Specialist

Mathematics-

Although Vista del Monte is identified as "maintained" in Mathematics, there is still a continued need to support student growth in mathematics. Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 56.2 points below standard (low). Vista del Monte's largest student population of Hispanic and English Learners scored in the orange. English Learners declined 8.4 points and the

Hispanic population declined 3.4 points.

Local indicators--STAR Math (English) Assessment Data (at/above benchmark):

1st Grade: Fall 2023 59%; Winter 2024 44%

2nd Grade: Fall 2023 15%, Winter 2024 16%

3rd Grade: Fall 2023 26%, Winter 2024 31%

4th Grade: Fall 2023 35%, Winter 2024 44%

5th Grade: Fall 2023 67%, Winter 2024 73%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (Mathematics) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The teachers will have increased opportunities to engage in professional development that will focus on best practices to support mathematics
- Increase the 4.5 hour Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms
- Continue with math action planning days

Conditions & Climate-

According to the Panorama Winter 2023-2024 Student Climate Survey, there was a decrease in the percentage favorable:

Climate of Support for Academic Learning 77%

Knowledge and Fairness of Discipline, Rules and Norms 72%

Sense of Belonging (School Connectedness) 65%

Safety 51%

According to the Panorama Winter 2023-2024 Staff Climate Survey, there was a decrease in the percentage favorable:

Climate of Support for Academic Learning 78%

Knowledge and Fairness of Discipline, Rules and Norms 71%

Sense of Belonging (School Connectedness) 64%

School Leadership 60%

Safety 59%

Reflecting on the decrease in the staff and student climate surveys, site administration will be addressing these areas in goals 1-3 in activities such as:

- Add one (1) additional supervision aide to support safe student recess activities
- Implement Early Act Club to allow any student to join as a member and an opportunity for members to vote for club officers which will be the Vista del Monte Student Leadership; club will lead school-wide activities and community events
- Increase communication and understanding of student rules and progressive discipline
- Increase communication of safety procedures with staff and students
- Increase opportunities for grade level leads/leadership members to facilitate staff meetings or host a mini professional development during staff meetings to build capacity of school leaders
- Increase school leader awareness of Education Code
- Develop and implement additional layer of the multi-tiered systems of support

Chronic Absenteeism Overall-

According to the CA Dashboard, 35.4% of students were chronically absent.

Below represent the percent of students absent according to the Palm Springs Unified School District

Monthly Attendance Reports:

October 2023: 6.92% Overall

November 2023: 7.48% Overall

December 2023: 7.9% Overall

January 2024: 7.99% Overall

February 2024: 8.08% Overall

March 2024: 8.39% Overall

Vista del Monte Elementary School has established weekly and ongoing positive attendance incentives. Site administration has worked collaboratively with the site attendance clerk and school leadership to develop weekly and ongoing positive attendance incentives. Likewise, Vista del Monte Elementary School has established and outlined an Attendance Improvement Plan when students are absent. The process includes sending out pre-School Attendance Review Team (SART) letters to families warning them of

student's attendance percentage, a School Attendance Review Team (SART) letter, scheduling a School Attendance Review Team (SART) meeting with parents to discuss and review the importance of positive attendance and review any possible obstacles families face and may need support in, and the referral to the district School Attendance Review Board (SARB) process. Vista del Monte has developed an attendance Site Plan that will address all areas of need to increase positive attendance, which includes community/family events to reconnect families and students to the school.

Additional Targeted Support Improvement (ATSI): Chronic Absenteeism for White Population-
The CA Dashboard identified 38.2% of white students as chronically absent. It is known that some of these students are in the Dual Immersion program and are provided transportation, which may be an obstacle for some families to get students to the bus stop on time.

Additional Targeted Support Improvement (ATSI): Chronic Absenteeism for Students with Disabilities-
The CA Dashboard identified 38.8% students with disabilities as chronically absent. It is identified that there are 48 students with an Individual Education Plan (IEP), 3 students pending assessment for a possible IEP, 27 students with Speech and Language only services, and 21 students with Specialized Academic Instruction (SAI) services.

Goal 1, 2, and 3 will address Chronic Absenteeism, Suspension Rate, and School Culture and Climate.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.62%	0.21%	2	3	1
African American	2.67%	2.7%	2.12%	13	13	10
Asian	0.62%	0.41%	0.42%	3	2	2
Filipino	%	0%	%		0	
Hispanic/Latino	85.83%	86.93%	86.62%	418	419	408
Pacific Islander	%	0%	%		0	
White	8.42%	7.05%	7.64%	41	34	36
Multiple/No Response	2.05%	2.28%	2.97%	10	11	14
	Total Enrollment			487	482	471

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	85	64
Grade 1	93	65	65
Grade 2	84	87	61
Grade3	91	86	88
Grade 4	73	88	82
Grade 5	76	71	90
Total Enrollment	487	482	471

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	220	222	216	36.00%	45.2%	45.9%
Fluent English Proficient (FEP)	60	58	50	15.00%	12.3%	10.6%
Reclassified Fluent English Proficient (RFEP)				4.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	96.5	46.1	1.7
Total Number of Students enrolled in Vista del Monte Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	222	46.1
Foster Youth	8	1.7
Homeless	19	3.9
Socioeconomically Disadvantaged	465	96.5
Students with Disabilities	35	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.7
American Indian	3	0.6
Asian	2	0.4
Hispanic	419	86.9
Two or More Races	11	2.3
White	34	7.1

Conclusions based on this data:

- Vista del Monte has a high English Language Learner population.
- Vista del Monte has a majority Hispanic population of students.

-
-
3. Vista del Monte has majority of students as Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English-Language Arts is in the orange.
2. Mathematics is in the orange.
3. Suspension rate is in the orange.

School and Student Performance Data

Academic Performance English Language Arts

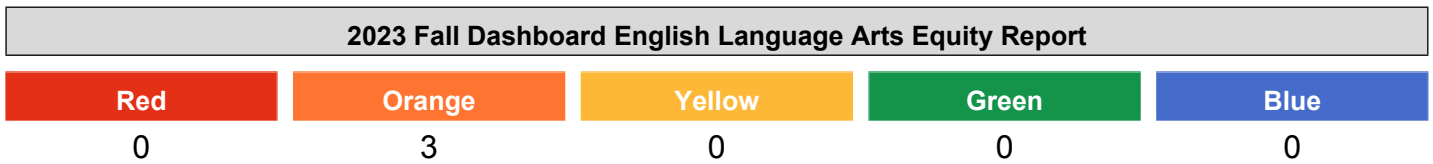
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>53.1 points below standard</p> <p>Decreased -11.6 points</p> <p>237 Students</p>	<p>English Learners</p> <p>Orange</p> <p>65.7 points below standard</p> <p>Decreased Significantly -18.3 points</p> <p>107 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>55.5 points below standard</p> <p>Decreased -13.2 points</p> <p>232 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>104.5 points below standard</p> <p>Increased Significantly +33.5 points</p> <p>22 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.9 points below standard Decreased -11.6 points 203 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	14.7 points below standard Decreased Significantly - 26.6 points 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Decreased -14.2 points 89 Students	19.6 points above standard Decreased Significantly -27.2 points 18 Students	48.2 points below standard Decreased Significantly -19.8 points 100 Students

Conclusions based on this data:

- English-Language Arts is an area of growth for Vista del Monte.

School and Student Performance Data

Academic Performance Mathematics

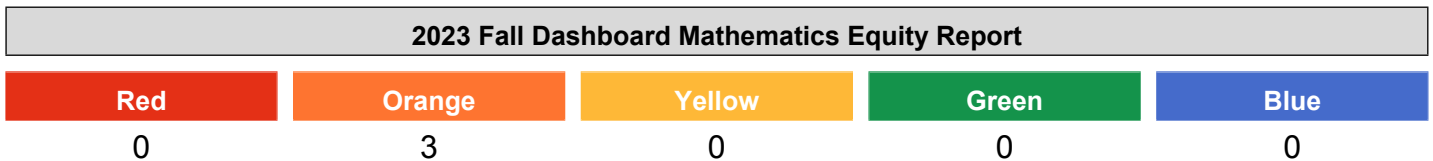
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>56.2 points below standard</p> <p>Maintained -1.5 points</p> <p>237 Students</p>	<p>English Learners</p> <p>Orange</p> <p>66.6 points below standard</p> <p>Decreased -8.4 points</p> <p>107 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.5 points below standard</p> <p>Maintained -2.1 points</p> <p>232 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>111 points below standard</p> <p>Increased Significantly +59.7 points</p> <p>22 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.3 points below standard Decreased -3.4 points 203 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	18.2 points below standard Increased +9.2 points 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.3 points below standard Decreased -5.3 points 89 Students	3.8 points below standard Decreased Significantly -16 points 18 Students	55 points below standard Decreased -4.2 points 100 Students

Conclusions based on this data:

1. Mathematics is an area of growth for Vista del Monte.

School and Student Performance Data

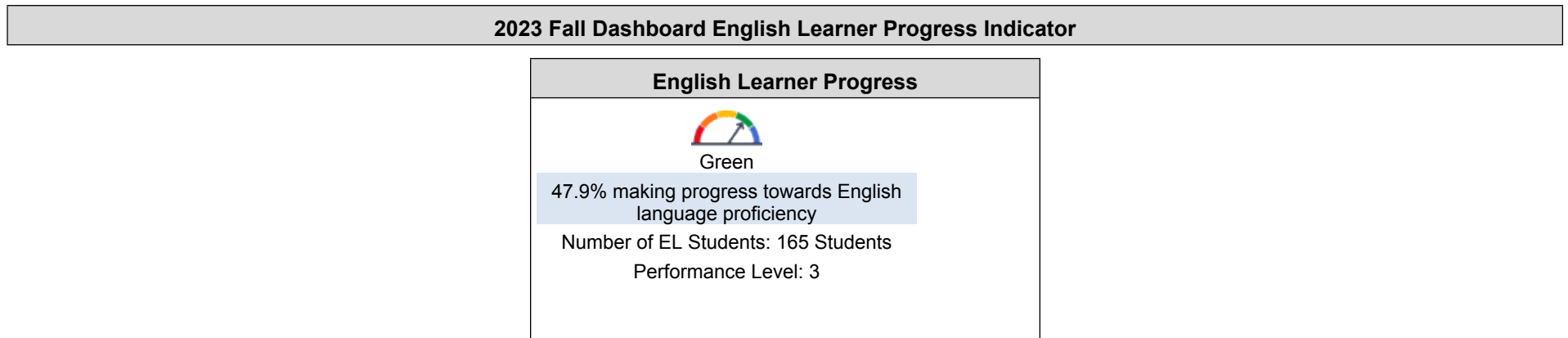
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	59	0	79

Conclusions based on this data:

1. There has been an increase in performance in the ELPI.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

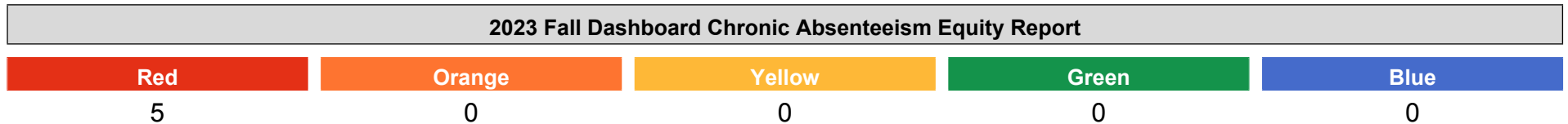
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



 Red

35.4% Chronically Absent

Increased Significantly 10.5

500 Students

English Learners


 Red

29.1% Chronically Absent

Increased Significantly 8.3

230 Students

Foster Youth

Less than 11 Students

9 Students


Homeless

51.7% Chronically Absent

Increased 42.2

29 Students

Socioeconomically Disadvantaged



 Red

35.5% Chronically Absent

Increased Significantly 10.7

479 Students

Students with Disabilities







 Red

38.8% Chronically Absent

Increased 2.4

49 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 64.3% Chronically Absent Increased 24.3 14 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 34.3% Chronically Absent Increased Significantly 9.7 435 Students	41.7% Chronically Absent 0 12 Students	 No Performance Color 0 Students	 Red 38.2% Chronically Absent Increased 11 34 Students

Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of growth.

School and Student Performance Data

Conditions & Climate Suspension Rate

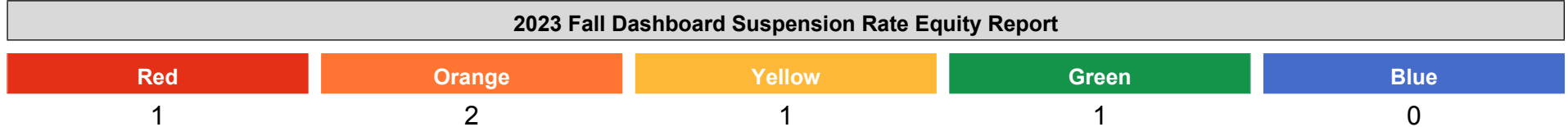
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.


2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students
 Orange
1.6% suspended at least one day
Increased 1.2 507 Students

English Learners
 Green
0.4% suspended at least one day
Increased 0.4 231 Students






Foster Youth
Less than 11 Students 9 Students

Homeless
3.2% suspended at least one day
Increased 3.2 31 Students

Socioeconomically Disadvantaged
 Orange
1.6% suspended at least one day
Increased 1.4 485 Students

Students with Disabilities
 Orange
6% suspended at least one day
Increased 6 50 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1% suspended at least one day Increased 7.1 14 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least one day Increased 0.7 441 Students	0% suspended at least one day 12 Students	 No Performance Color 0 Students	 Red 8.6% suspended at least one day Increased 6.3 35 Students

Conclusions based on this data:

- Suspension Rate is an area of growth for Vista del Monte.










Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Vista del Monte will increase academic achievement to all students through Tier I best-first instruction and interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard: Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	38.5 points below standard	Increase +3 points	All	 Orange	53.1 points below standard	Decreased - 11.6 points
	EL	Yellow	44.4 points below standard	Increase +3 points	EL	 Orange	65.7 points below standard	Decreased Significantly - 18.3 points
	Hisp	Yellow	46.3 points below standard	Increase +3 points	Hisp	 Orange	60.9 points below standard	Decreased - 11.6 points
	AA	No Performance Level			AA	 No Performance Color	Less than 11 Students	Less than 11 Students
	SED	Yellow	39.3	Increase +3 points	SED	 Orange	55.5 points below standard	Decreased - 13.2 points
	SWD	Orange	123.1	Increase significantly +15 points	SWD	 No Performance Color	104.5 points below standard	Increased Significantly +33.5 points
California School Dashboard: Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	51.7 points below standard	Increase +3 points	All	 Orange	56.2 points below standard	Maintained - 1.5 points
	EL	Yellow	55.2	Increase +3 points	EL	 Orange	66.6 points below standard	Decreased - 8.4 points
	Hisp	Yellow	56.9	Increase +3 points	Hisp	 Orange	63.3 points below standard	Decreased - 3.4 points




Metric/Indicator

Expected Outcomes

Actual Outcomes

AA	No Performance Level		
SED	Yellow	52.4	Increase +3 points
SWD	Orange	155.7	Increase significantly +15

AA	No Performance Level		
SED	Yellow	52.4	Increase +3 points
SWD	Orange	155.7	Increase significantly +15

AA	 No Performance Color	Less than 11 Students	Less than 11 Students
SED	 Orange	57.5 points below standard	Maintained - 2.1 points
SWD	 No Performance Color	111 points below standard	Increased Significantly +59.7 points


California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 30.03%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 24%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	44.9%	Increase +3 points

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	47.9%	Increased 3%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.9%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.5%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 38.87% Met or Exceeded Standard

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 18.3% Met or Exceeded Standard

Williams Textbook/Materials Compliance

Williams Textbook/Materials Compliance - 100% Compliance

Williams Textbook/Materials Compliance - 100% Compliance

California School Dashboard: Academic Indicator for English Language Arts (White)

California School Dashboard: Academic Indicator for English Language Arts (White) - 56.3 points above standard

California School Dashboard (2023): Academic Indicator for English Language Arts (White) - 14.7 points below standard

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard: Academic Indicator for Mathematics (White)	California School Dashboard: Academic Indicator for Mathematics (White) - 18.3 points above standard	California School Dashboard (2023): Academic Indicator for Mathematics (White) - 18.2 points below standard

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development & Planning: Staff will attend district-provided professional development/workshops (i.e. Math Training, English-Language Arts Training, Universal Design for Learning, etc.) to increase their knowledge of effective instructional strategies in the different content areas. In addition, each grade level will be provided with follow-up release time for additional collaboration to design lessons, identify effective instructional strategies, observe one another using first-best instruction and intervention supports, work with outside consultants (when available), and develop common assessments to determine student growth by analyzing student data. Teachers may also be provided opportunities for professional development outside of their work day (i.e. workshops, book study, etc.). The district and site academic coach will be able to</p>	<p>Vista del Monte staff were provided Designated English-Language Development training provided by a district English Language Teacher on Special Assignment. According to the CA Dashboard, Vista del Monte's English Language Progress increased 3%.</p> <p>Vista del Monte staff were allocated two professional development days provided by the district to focus on High Impact strategies and planning. Vista del Monte grade levels identified the following: instructional focus, professional learning committee instructional learning commitments, Timeline for Implementing/Monitoring PLC Agreements, Evidence of Agreements and determined additional support needed. According to the CA Dashboard, Vista del Monte's Mathematics score maintained at -1.5 points. Site administration conducted class visits focused on High Impact</p>	<p>Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach and on district TOSA 5700-5799: Transfers Of Direct Costs Title I 5,000</p> <p>Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 3,500</p> <p>Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 4,500</p>	<p>Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach and on district TOSA 5700-5799: Transfers Of Direct Costs Title I 4,500</p> <p>Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 3,500</p> <p>Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 3,200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>assist in supporting grade levels and teacher professional development.</p>	<p>Math and were able to observe teachers utilize anchor charts, facilitate Launch, Explore, Summarize lessons, and recognize students' learning by charting other student's thinking.</p> <p>Vista del Monte had new teachers in the role of a dual immersion teacher. The kindergarten and transitional kindergarten teachers were provided professional development facilitated by the Dual Immersion Teacher on Special Assignment and Dual Immersion Department Lead. The teachers were able to demonstrate their knowledge of the use of curriculum through their instruction as identified in site administration class visits.</p> <p>Vista del Monte provided teachers with an opportunity to participate in a book study that focused on Teaching for Biliteracy. The text highlights inclusive, practical, and research-based approaches to biliteracy instruction. 2nd grade students showed growth in the fall STAR assessment with 39% at or above benchmark on the STAR Early Literacy (Spanish) to 54% at or above benchmark on the STAR Early Literacy (Spanish). 3rd grade students showed growth in the fall STAR assessment with 32% at or above benchmark on the STAR Early Literacy (Spanish) to 36% at or above benchmark on the STAR</p>	<p>Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries Title I 5,000</p>	<p>Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries Title I 1,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Early Literacy (Spanish). 4th grade students showed growth in the fall STAR assessment with 21% at or above benchmark on the STAR Reading (Spanish) to 31% at or above benchmark on the STAR Reading (Spanish).</p> <p>Vista del Monte provided teachers with professional development for Universal Design for Learning (UDL). According to the Panorama Survey Family Results, 97% rated Vista del Monte as favorable for providing Reading/English Language Arts instruction and support services that meet student needs.</p>	<p>Student enrichment such as fieldtrips or activities. 5700-5799: Transfers Of Direct Costs LCFF 2,252</p>	<p>Student enrichment such as fieldtrips or activities. 5700-5799: Transfers Of Direct Costs LCFF 3,100</p>
<p>Students will participate in enrichment opportunities offered by the school, community and school district including, but not limited to, fieldtrips, Tools for Tomorrow, art classes, Think Together Program, enrichment activities provided by the Expanded Learning Opportunities Department at the school district, and enrichment or intervention provided by the school.</p>	<p>In the fall, Vista del Monte had 6 teachers offering academic intervention with 8-10 students in each group and 5 teachers offer enrichment with 15-20 students in each group.</p> <p>In the winter, Vista del Monte had 7 teachers offering academic intervention with 8-10 students in each group and 8 teachers offer enrichment with 15-20 students in each group.</p> <p>In the spring, Vista del Monte had 3 teachers offering academic intervention with 8-10 students in each group and 3 teachers offer</p>	<p>Student enrichment such as academic intervention. 5700-5799: Transfers Of Direct Costs Title I 1,000</p>	<p>Student enrichment such as academic intervention. 5700-5799: Transfers Of Direct Costs Title I 2,500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>enrichment with 15-20 students in each group.</p> <p>Academic intervention included focus on mathematics and language arts.</p> <p>Enrichment programs included classes such as piano, ukulele, cooking, art, soccer, drone soccer, and performance arts.</p> <p>The Think Together after-school program has been at capacity throughout the year, serving 130 students in grades TK-5th.</p> <p>The following grades attended field trips: TK/K- Fire Station Visit 1st Grade- McCallum Theatre 2nd Grade- Apple Farm, Joshua Tree 3rd Grade- Whitewater Preserve, Joshua Tree, McCallum Theatre 4th Grade- Joshua Tree, McCallum Theatre 5th Grade- McCallum Theatre</p>	<p>Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 12,000</p>	<p>Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 9,000</p>
<p>Vista del Monte Elementary School will purchase licensing rights for use of specific online software that will support teacher delivery and design of lessons for TK through 5th grade, support student achievement TK through 5th grade, and enhance student engagement. The online software</p>	<p>Vista del Monte funded a portion of the purchase of Happy Numbers to support 3rd grade students in mathematics. According to the STAR Math assessment (English), 3rd grade students went from 26% at or above benchmark in the fall to 32% at or above benchmark in the winter.</p>	<p>Online Licenses 5000-5999: Services And Other Operating Expenditures</p>	<p>Online Licenses 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>purchases could include, but not limited to: Book Creator and Reading Plus.</p>	<p>Vista del Monte funded a portion of the purchase of Generation Genius to support grades K-5 in the implementation of science lessons. According to the usage reports, 419 lessons have been visited, 202 lessons have been played and 197 logins.</p> <p>Vista del Monte funded the purchase of Lightbox Learning, an online digital library with fiction and non-fiction books and interactive videos accessible for all students at home and at school. According to the spring usage report, 1,340 digital resources were accessed by 421 users.</p>	<p>LCFF 3,500</p>	<p>LCFF 3,100</p>
<p>The site Academic Coach's focus will be on implementing intervention supports for targeted students in the Dual Immersion program. The site Academic Coach will review student data to determine student's specific intervention needs and provide intervention supports through small group instruction either pushed into the classes or pulled into small groups outside of the classroom. Data points the site Academic Coach will use are the CA Dashboard, STAR Assessments, Ellevation, classroom student work samples, curriculum assessments, or teacher records of student</p>	<p>The site-funded Academic Coach collaborated with 3rd grade teachers to provide designated English Language Development in small groups and focused on supporting writing for the SBAC Performance Task. According to common assessments, 13 students demonstrated growth into the at/above or exceeded performance level. According to grade level common assessments, students demonstrated an increase of the usage of thinking maps to organize their thinking, while increasing the quality of their sentence structure in narrative written compositions.</p>	<p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 57,538</p> <p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries LCFF 95,897</p>	<p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 57,538</p> <p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries LCFF 95,897</p>

**Planned
Actions/Services**

performance. The site Academic Coach will collaborate with the district Academic Coach/TOSA, the district Dual Immersion TOSA, and California Association for Bilingual Education (CABE) consultant to ensure best practices and appropriate intervention supports are provided. Likewise, the site Academic Coach will attend the Dual Immersion Professional Learning Community (PLC) meetings to communicate student progress and obtain additional needs. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics.

The site Academic Coach will continue to offer and provide coaching support by working with teachers to provide support to classroom teachers. The site Academic Coach will collaborate with teachers and may observe, provide feedback, model lessons, and provide professional development.

Vista del Monte Elementary School will fund staffing for one (4.5 hour) bilingual paraeducator five days a

**Actual
Actions/Services**

The site-funded Academic Coach collaborated with 4th-5th grade teachers to provide designated English Language Development in small groups. According to common assessments, 13 students demonstrated growth into the at/above or exceeded performance level.

The site-funded Academic Coach collaborated with dual immersion teachers in grades 1st through 4th to provide academic intervention for students in Spanish. According to TK STAR Early Literacy (Spanish), students demonstrated growth from 17% at/above benchmark in the fall to 32% at/above benchmark. According to STAR Early Literacy (Spanish), 2nd grade students demonstrated growth from 39% at/above benchmark in the fall to 54% at/above benchmark.

The site-funded Academic Coach provided coaching for one 5th grade, one 4th grade, one 3rd grade, and two kindergarten dual immersion teachers to strengthen their knowledge in biliteracy instruction.

The bilingual paraprofessional serviced 1st and 2nd grade students in both the English only

**Proposed
Expenditures**

Salaries and Benefits classified Bilingual Aide

**Estimated Actual
Expenditures**

Salaries and Benefits classified Bilingual Aide

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>week to support small group instruction occurring in 1st and 2nd grade. The bilingual paraprofessional will provide support under the direction of the certificated teacher.</p>	<p>and dual immersion programs. Students were able to be provided instruction in small groups within the classroom.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 19,838</p>	<p>2000-2999: Classified Personnel Salaries LCFF 19,838</p>
<p>Vista del Monte Elementary School will continue to work with the districts Expanded Learning Opportunities Department to offer academic intervention supports. In addition, at-risk students will be identified by using state assessment data, STAR Assessment results, or common grade-level assessments for before or after school tutoring provided by teachers.</p>	<p>In the fall, Vista del Monte had 6 teachers offering academic intervention with 8-10 students in each group and 5 teachers offer enrichment with 15-20 students in each group.</p> <p>In the winter, Vista del Monte had 7 teachers offering academic intervention with 8-10 students in each group and 8 teachers offer enrichment with 15-20 students in each group.</p> <p>In the spring, Vista del Monte had 3 teachers offering academic intervention with 8-10 students in each group and 3 teachers offer enrichment with 15-20 students in each group.</p> <p>Academic intervention included focus on mathematics and language arts.</p> <p>Enrichment programs included classes such as piano, ukulele, cooking, art, soccer, drone soccer, and performance arts.</p>	<p>Salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 3,800</p>	<p>Salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 2,200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Vista del Monte Elementary School will continue to upgrade, replace, and purchase Chromebooks, document cameras, student headphones, laminator, printers, printer ink, and any other supplies needed to supplement the technology infrastructure at Vista del Monte Elementary School to support student instruction. In addition, Vista del Monte Elementary School will provide instructional materials including, but not limited to additional or supplemental textbooks and workbooks (not adopted textbooks).</p>	<p>Vista del Monte replaced teacher's ink/toner for printers, maintained ink/toner, paper and maintenance for copy machines, maintained supplies for the laminator, poster maker, ensured all classrooms were equipped with document cameras, ViewSonics, updated printers, and all students had access to headphones. Vista del Monte maintained an appropriate stick of copy paper, markers, pencils, and other materials required for classroom instruction. In addition, supplemental materials were purchased by the site to support the dual immersion intervention needs.</p>	<p>Instructional Supplies including technology 4000-4999: Books And Supplies LCFF 5,000</p> <p>Instructional Supplies including technology 4000-4999: Books And Supplies Title I 15,747</p>	<p>Instructional Supplies including technology 4000-4999: Books And Supplies LCFF 11,000</p> <p>Instructional Supplies including technology 4000-4999: Books And Supplies Title I 10,500</p>
<p>Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom.</p>	<p>Three Vista del Monte teachers attended the California Bilingual Educators (CABE) Conference. Teachers who attended are part of the dual immersion program staff. The teachers presented knowledge gained and shared resources with the rest of the dual immersion department.</p> <p>Five dual immersion teachers attended the Riverside County Office of Education Dual Language Immersion Showcase to observe the county's longest running dual immersion immersion school and network with colleagues to develop a strategic plan to address grade level needs.</p>	<p>Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction. 5700-5799: Transfers Of Direct Costs LCFF 10,000</p> <p>Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction. 5700-5799: Transfers Of Direct Costs Title I 9,500</p>	<p>Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction. 5700-5799: Transfers Of Direct Costs LCFF 4,000</p> <p>Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction. 5700-5799: Transfers Of Direct Costs Title I 3,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Four teachers attended additional literacy workshops to support student learning in the area of reading and writing.</p> <p>One Science, Technology, Engineering, Arts, Mathematics (STEAM) teacher attended the CUE (Computer User Educator) Conference to build in-depth knowledge of how she may increase the rigor of STEAM instruction and be aware of updated resources to support student needs.</p>		

Analysis

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

Professional development provided to staff was effective for those that chose to participate. Teachers that attended professional development were able to effectively share knowledge gained to grade level and departments. The math action planning days were effective planning opportunities for grade levels and opportunities to share evidence of instructional focus agreements. The implementation of upgrading and maintaining student technology as needed was effective. Vista del Monte purchased new headphones for all students and additional headphones to be stored in the library when needed. The teachers that work with Expanded Learning appeared to be the same teachers as last school year to provide academic intervention. The students serviced had increase in their STAR assessment category. The increase in hours of the bilingual paraprofessional allowed for additional classrooms to work with small groups.

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

For travel/conferences, there is major difference between the intended budgeted expenditure. Vista del Monte sent two less staff members and one less parent to the CUBE Conference which is a large expense. Likewise, extra duty funds under Title I was not spent as much as budgeted for. Many extra duty expenses were covered by LCFF.

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.

Vista del Monte will be removing the Site Academic Coach position. However, to continue supporting high academic achievement in the large number of English Language Learners' scores on the SBAC for English Language Arts, the Bilingual Paraprofessional position will increase to 5.75 hours to allow additional support for students with high needs.

Professional Development will be identified to focus on reading, writing, and math due to the decrease in English Language Arts scores and no growth in Mathematics. Site administration will ensure professional development is offered to multiple grade levels to support student needs.

English Language Arts scores decreased and Mathematics maintained scores/no growth, therefore a Paraprofessional III will be added to support small group reading interventions and collaborate with site administration and the Reading Intervention Specialist to review student data to determine targeted support.

Changes will be found in Planned Actions.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Vista del Monte Elementary School will provide opportunities for community and family partnerships with the school resulting in an increase of student daily attendance to 96%, decrease in chronic absentee rates and increase in the student academic proficiency rates as stated in Goal #1.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 100	Parent Participation in Stakeholder Input Processes - 100
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey - 95% All Students (ALL) School Connectedness - 80 % Hispanic (Hisp) - 75% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey - 95% All Students (ALL) School Connectedness - 65% Hispanic (Hisp) - 65% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey: 99% All Students (ALL) - 85% Hispanic (Hisp) - 85% African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey: 92% All Students (ALL) - 77% Hispanic (Hisp) - 76% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 60	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 100

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte will increase family engagement and involvement by planning family-friendly events that are inclusive and appealing to families by utilizing a variety of communication methods such as school website, mobile apps, district provided communication platform, and flyers.</p>	<p>Vista del Monte offered families a winter and spring family night with focus areas such as literacy, mathematics, art, athletics, and S.T.E.A.M. Over 60 families were in attendance at each event.</p> <p>Vista del Monte implemented the use of Parent Square, an online platform to communicate with families where 99.8% of families are contactable.</p> <p>According to the Panorama Survey Family Results, 95% (an increase of 2) indicated a favorable rating under the category of Sense of Belonging/School Connectedness. In 2023, Vista del Monte had 61 families take the Panorama</p> <p>Vista del Monte administrators actively update the school marquee to communicate upcoming events and promote student attendance.</p> <p>Vista del Monte increased efforts in promoting the dual immersion program. The first dual immersion parent information night in the 2022-2023 school year had 6 parents in attendance. The first dual immersion parent information</p>	<p>Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies LCFF 1,000</p>	<p>Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies LCFF 1,500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>night in the 2023-2024 school year had 21 families in attendance.</p> <p>In the 2022-2023 school year, Vista del Monte had 33 parents with approved volunteer applications. In the 2023-2024 school year, Vista del Monte currently has 54 parents with approved volunteer applications.</p>		
<p>Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.</p>	<p>The following informational parent meetings were held throughout the school year: School Site Council (SSC), Student Success Team (SST), School Attendance Review Team (SART), English Language Advisory Committee (ELAC), and teacher-parent conferences.</p> <p>Meetings were offered virtually and in-person to promote parent engagement and parent preference.</p> <p>The Title I meetings were held in the beginning of the school year in August and September.</p>	<p>Classified extra duty to provide childcare for parents while attending school-sponsored events related to Title I focus areas. 2000-2999: Classified Personnel Salaries Title I 1,658</p>	<p>Classified extra duty to provide childcare for parents while attending school-sponsored events related to Title I focus areas. 2000-2999: Classified Personnel Salaries Title I 0</p>
<p>Community Events: Vista del Monte Elementary School will continue to work collaboratively with the Parent Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2023-2024 school year. Vista del Monte will</p>	<p>Vista del Monte Elementary School held two family nights (one in the winter and one in the spring) in collaboration with the Parent Teacher Association (PTA) to engage parents, students, and families in activities held on school campus after hours.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,275</p> <p>Extra Duty for classified aides to support during family nights</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,275</p> <p>Extra Duty for classified aides to support during family nights</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>also work collaboratively with the PSUSD Family Engagement Center.</p>	<p>Vista del Monte Elementary School brought back monthly in-person student awards assemblies.</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 948</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 100</p>
	<p>Vista del Monte Elementary School collaborated with the PSUSD Family Engagement Center to host a family event in the spring.</p>	<p>Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries Title I 13,600</p>	<p>Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries Title I 8,500</p>
	<p>Vista del Monte Elementary School meets with the Parent Teacher Association (PTA) Board monthly to discuss upcoming events or plan proposed events for families and students.</p>	<p>Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies LCFF 1,188</p>	<p>Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies LCFF 1,400</p>

Analysis

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

Vista del Monte held two family nights in the school year on weekdays. The events were widely attended by families and had an increase of staff participation due to the events being on a Tuesday instead of a Friday. English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings had consistent attendance of members. School Attendance Review Team (SART) meetings were held monthly in-person to meet with families to discuss student attendance and offer and resources to support positive attendance.

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

The intended implementation of classified extra duty was budgeted for, but there were limitations on the number of additional hours classified staff such as supervision aides could work. The site will evaluate whether this need for childcare is a continued need.

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.

Vista del Monte will be collaborating with the Parent Teacher Association (PTA) to recruit more parent members to ultimately takeover site-wide events. This will allow family and community ownership in the events. Changes will be found in Planned Actions.
















Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

Vista del Monte will provide a positive, safe, clean and healthy environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Suspension Rates All Students (ALL) Students with Disabilities (SWD) White	Student Suspension Rates All Students (ALL) - 0.4% Students with Disabilities (SWD) - 0% White - 2%	Student Suspension Rates All Students (ALL) - 1.6% Students with Disabilities (SWD) - Orange Performance Level, 6% Increase 6% White - Red Performance Level, 8.6%, Increased 6.3																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>34.9%</td> <td>Decline 0.5%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>28.6%</td> <td>Decline 0.5%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>33.8%</td> <td>Decline 0.5%</td> </tr> <tr> <td>AA</td> <td>No Color</td> <td>63.8%</td> <td>Decline 0.5%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>35%</td> <td>Decline 0.5%</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>17.9%</td> <td>Decline 0.5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	34.9%	Decline 0.5%	EL	Yellow	28.6%	Decline 0.5%	Hisp	Yellow	33.8%	Decline 0.5%	AA	No Color	63.8%	Decline 0.5%	SED	Yellow	35%	Decline 0.5%	SWD	Orange	17.9%	Decline 0.5%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>35.4% Chronically Absent</td> <td>Increased Significantly 10.5</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>29.1% Chronically Absent</td> <td>Increased Significantly 8.3</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>34.3% Chronically Absent</td> <td>Increased Significantly 9.7</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>64.3% Chronically Absent</td> <td>Increased 24.3</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>35.5% Chronically Absent</td> <td>Increased Significantly 10.7</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>38.8% Chronically Absent</td> <td>Increased 2.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	35.4% Chronically Absent	Increased Significantly 10.5	EL	 Red	29.1% Chronically Absent	Increased Significantly 8.3	Hisp	 Red	34.3% Chronically Absent	Increased Significantly 9.7	AA	No Performance Color	64.3% Chronically Absent	Increased 24.3	SED	 Red	35.5% Chronically Absent	Increased Significantly 10.7	SWD	 Red	38.8% Chronically Absent	Increased 2.4
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	34.9%	Decline 0.5%																																																							
EL	Yellow	28.6%	Decline 0.5%																																																							
Hisp	Yellow	33.8%	Decline 0.5%																																																							
AA	No Color	63.8%	Decline 0.5%																																																							
SED	Yellow	35%	Decline 0.5%																																																							
SWD	Orange	17.9%	Decline 0.5%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Red	35.4% Chronically Absent	Increased Significantly 10.5																																																							
EL	 Red	29.1% Chronically Absent	Increased Significantly 8.3																																																							
Hisp	 Red	34.3% Chronically Absent	Increased Significantly 9.7																																																							
AA	No Performance Color	64.3% Chronically Absent	Increased 24.3																																																							
SED	 Red	35.5% Chronically Absent	Increased Significantly 10.7																																																							
SWD	 Red	38.8% Chronically Absent	Increased 2.4																																																							
Chronic Absenteeism Rates White	Chronic Absenteeism Rates White - 26.8%	Chronic Absenteeism Rates White - Red Performance Level, 38.2%, Increased 11%																																																								







Metric/Indicator

Expected Outcomes

Actual Outcomes

Suspension Rates:
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Blue	1.0	Decline 0.6
EL	Blue	0	Maintain 0
Hisp	Blue	0.2	Maintain 0.2
AA	No Color	0	Maintain 0
SED	Blue	0.2	Maintain 0.2
SWD	Blue	5.4	Decline 0.6

St. Group	Color	DFS/Percentage	Change
All	 Orange	1.6% suspended at least one day	Increased 1.2
EL	 Green	0.4% suspended at least one day	Increased 0.4
Hisp	 Yellow	0.9% suspended at least one day	Increased 0.7
AA	 No Performance Color	7.1% suspended at least one day	Increased 7.1
SED	 Orange	1.6% suspended at least one day	Increased 1.4
SWD	 Orange	6% suspended at least one day	Increased 6

Expulsion Rates
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Expulsion Rates
 All Students (ALL) 0%
 English Learner (EL) 0%
 Hispanic (Hisp) 0%
 African American (AA) 0%

Expulsion Rates
 All Students (ALL) 0%
 English Learner (EL) 0%
 Hispanic (Hisp) 0%
 African American (AA) 0%

Panorama Survey – School Connectedness
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey - School Connectedness
 All Students (ALL) - 80%
 English Learner (EL) - 76%
 Hispanic (Hisp) - 78%
 African American (AA) - NA

Panorama Survey - School Connectedness
 All Students (ALL) - 65%
 English Learner (EL) - 66%
 Hispanic (Hisp) - 65%
 African American (AA) - NA

Panorama Survey – School Safety
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey – School Safety
 All Students (ALL) - 65%
 English Learner (EL) - 70%
 Hispanic (Hisp) - 70%
 African American (AA) - NA

Panorama Survey – School Safety
 All Students (ALL) - 51%
 English Learner (EL) - 54%
 Hispanic (Hisp) - 52%
 African American (AA) - NA

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Compliance	Williams Facilities Inspection Results - 100% Compliance
California School Dashboard: Academic Indicator for English Language Arts (White)	California School Dashboard: Academic Indicator for English Language Arts (White) - 56.3 points above standard	California School Dashboard (2023): Academic Indicator for English Language Arts (White) - 14.7 points below standard
California School Dashboard: Academic Indicator for Mathematics (White)	California School Dashboard: Academic Indicator for Mathematics (White) - 18.3 points above standard	California School Dashboard (2023): Academic Indicator for Mathematics (White) - 18.2 points below standard

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Physical and Mental Health Education: Physical Education Teachers will provide students with rigorous and relevant physical education opportunities that promote student's wellness and physical health. The School Counselor will implement a well-rounded counseling program that offers, but not limited to, social-emotional small group counseling, student check-in/check-out, consultation with teachers on social-emotional strategies to support student's mental health, in-class social-emotional presentations, a systematic counseling referral process, communication with staff and families, and opportunities for</p>	<p>Vista del Monte Elementary School has one physical education coach five days a week and one physical education coach three days a week. The physical education coaches provide each class fifty minutes of PE twice a week. The PE coaches also implemented a soccer recreational league and a drone soccer league through the Expanded Learning Opportunity Program in the spring four times a week to 8-45 students. The PE teachers were able to upgrade equipment and equipment bags to ensure safe transport and storage of items while ensuring items were updated for safe student use.</p> <p>Vista del Monte Elementary School has a full time school counselor.</p>	<p>Additional funds for the implementation of physical education and mental health education programs are not needed at this time. 4000-4999: Books And Supplies LCFF 1,000</p>	<p>Additional funds for the implementation of physical education and mental health education programs are not needed at this time. 4000-4999: Books And Supplies LCFF 1,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>staff professional development to assist in supporting students.</p>	<p>The school counselor provides Tier I support such as Monthly/ Bi-Monthly Classroom Lessons (bullying, problem solving/conflict resolution, empathy, growth mindset, career exploration, belonging/safety), lunch and recess monitoring (when available), leads the Great Kindness Challenge, and Counselor Chats at lunch. Tier 2 supports include a referral process for small group counseling, restorative conversations and circles/ peer mediation, supporting investigations into bullying, peer conflicts and student incidents, check In/ check out system coordinator, behavior and incentive charts consultant, and collaboration with teachers regarding social/emotional strategies within the classroom. Tier 3 supports include individual counseling, collaboration and consultation with teachers, participation in 504 Plan and IEP meetings, risk assessment/crisis intervention/safety plans, and mental health/CareSolace referrals. Likewise, the school counselor leads participation for the Panorama social-emotional learning survey and collaborates with 5th grade teachers on the 5th grade Puberty Talks communication with families. The Vista del Monte counselor was able to build her inventory of</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	available tools for student use such as token charts, fidget tools, and a calming corner to name a few.		
Vista del Monte Elementary School implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion. Additional playground supervision will be provided before school.	The Playworks coach implements some structured activities made available as an option for students during recesses. The Playworks coach also provides a sign up sheet for teachers to voluntarily sign up for 15 minutes of additional physical education activities daily. The Playworks coach supervises the playground before school daily. Vista del Monte is seeking to fill the additional supervision aide vacancy.	Playground supervision before school and lunch. 2000-2999: Classified Personnel Salaries LCFF 27,231	Playground supervision before school and lunch. 2000-2999: Classified Personnel Salaries LCFF 27,231
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.	Supervision aides and (Playworks) recess coach provide supervision before school during morning recess and during lunch recesses. Vista del Monte administrators meet with the supervision aides and Playworks coach monthly to provide updates, training and professional development for Positive Behavior Intervention Supports (PBIS) facilitated by the district Behavior Specialists.	Extra Duty for Supervision Aides for supervision of students before, during, and after school. 2000-2999: Classified Personnel Salaries LCFF 3,500	Extra Duty for Supervision Aides for supervision of students before, during, and after school. 2000-2999: Classified Personnel Salaries LCFF 500
As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte Elementary will increase daily attendance and will decrease chronic absenteeism by	Vista del Monte Elementary School has established a monthly positive attendance incentive. Site administration is working collaboratively with staff to develop	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 6,000	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1,200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>targeting student groups (White population and Students with Disabilities) and other students in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students that are present and continue to strengthen the site's systematic intervention attendance program for students identified.</p>	<p>weekly and ongoing positive attendance incentives.</p> <p>Likewise, Vista del Monte Elementary School has established and outlined the attendance intervention program when students are absent. The process includes sending out pre-School Attendance Review Team (SART) letters to families warning them of student's attendance percentage, a School Attendance Review Team (SART) letter, scheduling a School Attendance Review Team (SART) meeting with parents to discuss and review importance of positive attendance and review any possible obstacles families face and may need support in, and the referral to the district School Attendance Review Board</p>		

Analysis

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

Vista del Monte Elementary School will continue with the implementation of PE coaches to serve student's physical health and continue with the implementation of school counselor support for students' social-emotional health needs. Supervision aides have been provided monthly meetings which allow time for professional development. This has supported their knowledge with implementing positive intervention supports. As part of the ATSI plan, the implementation of consistent SART meetings, positive attendance incentives (weekly and monthly), and positive attendance awareness in the Morning Show, Vista del Monte has seen an increase in student attendance. Vista del Monte added targeted student workshops facilitated by the school counselor as an administrator assigned other means of correction in order to provide students with the opportunity to learn expected behaviors and coping strategies.

Vista del Monte Elementary implemented the Palm Springs Unified School District Wellness Policy. The enforcement of the policy was communicated to families and staff through the district parent communication platform, Parent Square, included in the Parent Student Handbook, and made available on the school website.

Students are reminded in the Vista del Monte Morning Show to maintain a clean school campus by doing their part and picking up trash and ensuring they dispose of their trash and compost in the appropriate bin.

Vista del Monte installed a doorbell at the main office door. This allows the door to remain locked for staff and student safety. Likewise, all visitors must check in with a valid ID through the district-provided system, Raptor.

Staff has been provided high-visibility vests they may wear when on supervision duty and during school-wide drills. Supervision staff are required to wear the vests.

All classrooms have a designated file holder installed near their classroom door for emergencies. All file holders include a clipboard with their evacuation location, color-coded cards (green and orange), and class rosters. Every classroom has the evacuation route posted near the main classroom door.

The back of the multipurpose room stage has been cleaned to allow for safe storage of folding chairs.

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

There was an intended implementation of extra duty for classified staff. Expanded Learning pays for extra duty for the Playworks coach to supervise students attending any after school program to ensure they can access supper. Due to limitations of hours to pay classified staff such as supervision aides, some of the budgeted funds for their extra duty were not utilized.

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.

Vista del Monte plans to increase student supervision by adding one supervision aide in the 2024-2025 school year. Supervision aide schedules will also be evaluated to ensure coverage during the most needed times in the school day. Vista del Monte will add an additional 'other means of correction' provided by a staff member trained in Restorative Practices in order to address student safety, knowledge of appropriate skills, and reduce student suspension.

The Vista del Monte School Counselor will develop a systematic tracking system to maintain data on the number of students they service and the social-emotional behavioral categories of reasons they service students. This will allow site administration to better identify specific student needs and put in place support for our targeted group of SWDs and the White population as part of the ATSI plan.

Vista del Monte will be including the Special Education Teacher/Case Manager in the school Leadership Team. This will provide an opportunity for strategic collaboration on identifying the social-emotional behavioral needs of students with disabilities as well as SWD who are White. The Special Education Teacher will be able to provide the Leadership Team members with appropriate strategies and interventions to support students with disabilities (SWD) and the White population of students to decrease chronic absenteeism and suspension rates.

Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system. This will allow Vista del Monte to recognize students for meeting behavior expectations inside and outside of the classroom. Students will be introduced to the system at the beginning of the school year at a behavior expectation assembly. Staff will be provided an orientation at the beginning of the school year at a staff meeting. The management system will be able to track student rewards and intervention data for administration to utilize in making informed decisions with supporting student needs. The implementation of the schoolwide Positive Behavior Intervention Supports management system will seek to re-engage students that are chronically absent and reduce behavioral incidents, thus addressing current suspension rates.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Vista del Monte will increase academic achievement to all students through Tier I best-first instruction and interventions.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

(1) English Language Learners-

English Language Learners continue to perform below their other sub-groups in both ELA and Math. In addition, Vista del Monte Elementary School has been identified as an Additional Targeted Support Improvement (ATSI) school and has been identified as the indicator of Chronic Absenteeism with the eligible groups of the white population and students with disabilities (SWD). Likewise, Vista del Monte was identified in the red in Suspension Rate with the White population of students increasing by 6.3%

The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2023 CA School Dashboard results, our EL students are performing 65.7 points below standard in English-Language Arts (ELA) and 66.6 points below standard in mathematics. 2023-24 STAR test results indicate a continuing differential for EL students in both reading and mathematics. In February 2024, site administrators completed class visits focused on identifying practices to support English Language Learners during Integrated English Language Development (ELD). It was evident that there are areas of growth for providing support for our EL students.

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (English Language Learners) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- The Reading Intervention Specialist will work with students who are performing below grade level in English Language Arts and Spanish Language Arts to provide intervention support and be able to identify the EL students to implement evidence-based EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The Dual Immersion K-2nd grade classes will have access to intervention curriculum materials such as Lunita, Escalera, and Estrellita to support student language
- Grades TK-5th grade will implement a phonemic awareness program (Heggerty) daily to address English Language
- Grades 3rd-5th will implement the use of the English Language Learner Program, Summit K12, during Designated ELD time to support student reading, listening, speaking, and writing

- Grades 3rd-5th teachers will use the Summit K12 program to implement three benchmark assessments to monitor student progress
- The teachers will have increased opportunities to engage in professional development that will focus on student literacy and best practices to support literacy
- The Literacy Coach Reading Specialist (3-year grant position beginning 2024-25) will provide intervention supports for students and coaching teachers best practices to support student literacy and ELD strategies
- Teachers will review and complete the Ellevation EL Monitoring forms for English Language Learner students to identify progress and possible student exiting between October and November
- Grades 3rd-5th English Language Learners will be administered the Listening ELPAC Interim Assessment between October 28th through November 8th
- Grades 3rd-5th English Language Learners will be administered the Reading ELPAC Interim Assessment between December 9th through December 20th

(2) English-Language Arts-

The CA Dashboard indicates a decline in English-Language Arts. Therefore, targeted support is needed to increase student achievement. Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 53.1 points below standard (low). Vista del Monte Elementary School has a need for first-best instruction and intervention support in the area of English-Language Arts. Our teachers will address student literacy with the integration of a phonemic awareness program.

Local indicators--STAR Reading (English) Assessment Data (at/above benchmark):

Transitional Kindergarten: Fall 2023 5%; Winter 2024 14%

Kindergarten: Fall 2023 51%; Winter 2024 35%

1st Grade: Fall 2023 19%; Winter 2024 23%

2nd Grade: Fall 2023 16%, Winter 2024 13%

3rd Grade: Fall 2023 19%, Winter 2024 30%

4th Grade: Fall 2023 23%, Winter 2024 32%

5th Grade: Fall 2023 36%, Winter 2024 39%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (English-Language Arts) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- The Reading Intervention Specialist will work with students who are performing below grade level in ELA to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The Dual Immersion classes will consider utilizing a phonemic awareness program to address student literacy
- The teachers will have increased opportunities to engage in professional development that will focus on student literacy and best practices to support literacy
- The Literacy Coach Reading Specialist (3-year grant position beginning 2024-25) will provide intervention supports for students and coaching teachers best practices to support student literacy and ELD strategies
- Increase the 4.5 hour Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms
- Add one (1) Paraprofessional III to support student reading intervention groups in collaboration with the Reading Intervention Specialist and/or Literacy Coach Reading Specialist

(3) Mathematics-

Although Vista del Monte is identified as "maintained" in Mathematics, there is still a continued need to support student growth in mathematics. Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 56.2 points below standard (low). Vista del Monte's largest student population of Hispanic and English Learners scored in the orange. English Learners declined 8.4 points and the Hispanic population declined 3.4 points.

Local indicators--STAR Math (English) Assessment Data (at/above benchmark):

1st Grade: Fall 2023 59%; Winter 2024 44%
2nd Grade: Fall 2023 15%, Winter 2024 16%
3rd Grade: Fall 2023 26%, Winter 2024 31%
4th Grade: Fall 2023 35%, Winter 2024 44%
5th Grade: Fall 2023 67%, Winter 2024 73%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this (Mathematics) need through the following actions:

- The site Academic Coach provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
- The site Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- After School interventions will first target EL students who are performing below grade level in math and ELA
- The teachers will have increased opportunities to engage in professional development that will focus on best practices to support mathematics
- Increase the 4.5 hour Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms
- Continue with math action planning days

(4) ATSI: Students with Disabilities

Although our students with disabilities (SWD) have no CA Dashboard performance color for academics, they were 104.5 points below standard for English Language Arts and 111 points below standard for Mathematics. Students with disabilities were identified as an eligible group for the Additional Targeted Support and Improvement (ATSI) in the indicator of Chronic Absenteeism which impacts a student's academic engagement. Based on the CA Dashboard, 38.8% of students with disabilities were chronically absent.

Local indicators--STAR Reading (English) Assessment Data for Grades 3-5:

Overall SWD Fall 7.4% Proficient
Overall SWD Winter 10.3% Proficient
Overall SWD Spring % Proficient is to be determined

Local indicators--STAR Math (English) Assessment Data for Grades 3-5:

Overall SWD Fall 4.9% Proficient
Overall SWD Winter 16.2% Proficient
Overall SWD Spring 18.2% Proficient

Vista del Monte Total Average Present/Attendance for SWD:

December 2023: 90.69%
January 2024: 90.93%
February 2024: 91.99%
March 2024: 89.75%
April 2024: 89.97%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this need through the following actions:

- Providing staff with professional development on first-best instruction
- Designating a math and language arts planning day for each grade level at the beginning of the school year with a monitoring plan in place
- Evaluate teacher-requested software to determine if they are appropriate to meet the needs of students

- Bilingual Paraprofessional and Paraprofessional III will be made aware of the needs of students with disabilities such as IEP goals and IEP accommodations
- Expanded Learning Opportunities will be provided to offer additional academic intervention needs along with enrichment activities to expand student knowledge

(5) ATSI: White Subgroup

Although our White subgroup has no CA Dashboard performance color for academics, they were 14.7 points below standard in English Language Arts and 18.2 points below standard in Mathematics. This subgroup was identified for ATSI due to Chronic Absenteeism which impacts a student's academic engagement and Suspension Rate which is related to the school's condition and climate. Based on the CA Dashboard, 38.2% of the White subgroup were chronically absent.

Local indicators--STAR Reading (English) Assessment Data for Grades 3-5:

Overall SWD Fall 42.1% Proficient

Overall SWD Winter 35% Proficient

Overall SWD Spring % Proficient is to be determined

Local indicators--STAR Math (English) Assessment Data for Grades 3-5:

Overall SWD Fall 33.3% Proficient

Overall SWD Winter 22.2% Proficient

Overall SWD Spring 37.5% Proficient

Vista del Monte Total Average Present/Attendance for White:

December 2023: 92.10%

January 2024: 92.01%

February 2024: 91.92%

March 2024: 91.61%

April 2024: 92.74%

Vista del Monte Suspension Rates for White Subgroup:

September 2023: 0%

October 2023: 2.86%

November 2023: 5.71%

December 2023: 5.71%

January 2024: 8.82%

February 2024: 8.82%

March 2024: 8.82%

April 2024: 8.82%

In Goal 1 of 2024-2025 plan, Vista del Monte will address this need through the following actions:

- Providing staff with professional development on first-best instruction
- Designating a math and language arts planning day for each grade level at the beginning of the school year with a monitoring plan in place
- Evaluate teacher-requested software to determine if they are appropriate to meet the needs of students
- Bilingual Paraprofessional and Paraprofessional III will be made aware of student interests and strengths to assist in engaging students
- Expanded Learning Opportunities will be provided to offer additional academic intervention needs along with enrichment activities to expand student knowledge







Measuring and Reporting Results

Metric/Indicator

Baseline







Expected Outcome

California School Dashboard:
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)




St. Group	Color	DFS/Percentage	Change
All	 Orange	53.1 points below standard	Decreased - 11.6 points
EL	 Orange	65.7 points below standard	Decreased Significantly -18.3 points
Hisp	 Orange	60.9 points below standard	Decreased - 11.6 points
AA	 No Performance Color	Less than 11 Students	Less than 11 Students
SED	 Orange	55.5 points below standard	Decreased - 13.2 points
SWD	 No Performance Color	104.5 points below standard	Increased Significantly +33.5 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	50.1 points below standard	Increase +3 points
EL	Orange	62.7 points below standard	Increase +3 points
Hisp	Yellow	57.9 points below standard	Increase +3
AA	No Performance Color	Less than 11 students	data not displayed for privacy
SED	Yellow	52.5 points below standard	Increase +3
SWD	No Performance Color	101.5 points below standard	Increase +3

California School Dashboard:
Academic Indicator for
Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Orange	56.2 points below standard	Maintained - 1.5 points
EL	 Orange	66.6 points below standard	Decreased - 8.4 points
Hisp	 Orange	63.3 points below standard	Decreased - 3.4 points
AA	 No Performance Color	Less than 11 Students	Less than 11 Students
SED	 Orange	57.5 points below standard	Maintained - 2.1 points
SWD	 No Performance Color	111 points below standard	Increased Significantly +59.7 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	53.2 points below standard	Increase +3 points
EL	Yellow	63.6 points below standard	Increase +3
Hisp	Yellow	50.3 points below standard	Increase +3
AA	No Performance Color	Less than 11 students	data not displayed for privacy
SED	Yellow	54.5 points below standard	Increase +3
SWD	No Performance Color	108 points below standard	Increase +3

Metric/Indicator	Baseline	Expected Outcome																
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 27.03%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 30.03%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Green</td> <td>47.9%</td> <td>Increased 3%</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	47.9%	Increased 3%	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Blue</td> <td>50.9 points above standard</td> <td>Increase +3</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Blue	50.9 points above standard	Increase +3
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	47.9%	Increased 3%															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Blue	50.9 points above standard	Increase +3															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 2.9%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.9%																
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 35.87% Met or Exceeded Standard	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 38.87% Met or Exceeded Standard																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% compliant	Williams Textbook/Materials Compliance - 100% Compliance																

Planned Strategies/Activities

Strategy/Activity 1

Professional Development & Planning:

Staff will attend district-provided professional development/workshops (i.e. Math Training, English-Language Arts Training, Universal Design for Learning, etc.) to increase their knowledge of effective instructional strategies in the different content areas. In addition, each grade level will be provided with follow-up release time for additional collaboration to design lessons, identify effective instructional strategies, observe one another using first-best instruction and intervention supports, work with outside support (when available), develop common assessments to determine student growth by analyzing student data and identify agreed upon instructional focus areas. Teachers may also be provided opportunities for professional development outside of their work day (i.e. workshops, book study, etc.). The district and site literacy coach will be able to assist in supporting grade levels and teacher professional development.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

District Academic Coach/TOSA, Administration, Teachers and Site Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount 3,000

Source Title I

Budget Reference 5700-5799: Transfers Of Direct Costs

Description Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach and on district TOSA

Amount 2,000

Source LCFF

Budget Reference 5700-5799: Transfers Of Direct Costs

Description Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.

Amount 6,000

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Salary-Teacher Extra Duty for attending professional development outside of their work day.

Amount 6,000

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary-Teacher Extra Duty for attending professional development outside of their work day.

Strategy/Activity 2

Students will participate in enrichment opportunities offered by the school, community and school district including, but not limited to, fieldtrips, Tools for Tomorrow, art classes, Think Together Program, enrichment activities provided by the Expanded Learning Opportunities Department at the school district, and enrichment or intervention provided by the school.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty to support students after school
Amount	4,000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Student enrichment such as, but not limited to fieldtrips.

Strategy/Activity 3

Vista del Monte Elementary School will purchase licensing rights for use of specific online software that will support teacher delivery and design of lessons for TK through 5th grade, support student achievement TK through 5th grade, and enhance student engagement. The online software purchases could include, but not limited to: Book Creator and Reading Plus.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

District Academic Coach/TOSA, Administration

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses

Strategy/Activity 4

Vista del Monte Elementary School will fund staffing for one (5.75 hour) bilingual paraeducator five days a week to support small group intervention instruction with students requiring intervention support such as, but not limited to students with disabilities and English Learners. The bilingual paraprofessional will provide support under the direction of the certificated teacher.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
White subgroup

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,657
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and Benefits classified Bilingual Aide
Amount	17,043
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and Benefits classified Bilingual Aide

Strategy/Activity 5

Vista del Monte Elementary School will continue to work with the districts Expanded Learning Opportunities Department to offer academic intervention supports. In addition, at-risk students will be identified by using state assessment data, STAR Assessment results, or common grade-level assessments for before or after school tutoring provided by teachers. Staff will be provided extra duty if Expanded Learning is unable to support funding.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
Students scoring below standard on state testing, common assessments and STAR assessments in grades 3rd, 4th and 5th.

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Teachers, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

Amount	6,000
---------------	-------

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries and benefits for extra duty to provide after school interventions for students
Amount	2,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and benefits for extra duty to provide after school support for students

Strategy/Activity 6

Vista del Monte Elementary School classrooms will have instructional supplies and materials such as document cameras, student Chromebooks, headphones, and printers so that teachers have sufficient tools to implement instruction to increase students' academic achievement in Language Arts, Mathematics, and all other subject areas as measured by student assessment data.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,272
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Vista del Monte will continue to upgrade, replace, and purchase Chromebooks, document cameras, student headphones, laminator, printers, printer ink, and any other supplies needed to supplement the technology infrastructure at Vista del Monte Elementary School to support student instruction. In addition, Vista del Monte Elementary School will provide instructional materials including, but not limited to additional or supplemental textbooks and workbooks (not district-adopted textbooks).

Amount	7,695
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Vista del Monte will continue to upgrade, replace, and purchase Chromebooks, document cameras, student headphones, laminator, printers, printer ink, and any other supplies needed to supplement the technology infrastructure at Vista del Monte Elementary School to support student instruction. In addition, Vista del Monte Elementary School will provide instructional materials including, but not limited to additional or supplemental textbooks and workbooks (not district-adopted textbooks).
Amount	800
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Vista del Monte will provide necessary materials to support student literacy and intervention.

Strategy/Activity 7

Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom as measured by student assessment data.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs

Description	Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction.
Amount	2,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Guided Reading, Science Tier I instruction.

Strategy/Activity 8

Vista del Monte will add a Paraprofessional III five days a week to support student academic reading intervention, student assessments, and instruction as determined by student assessment data.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	47,327
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salary and benefits
Amount	50,140
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Classified salary and benefits

Strategy/Activity 9

Vista del Monte will be provided a Literacy Coach Reading Specialist through a 3-year grant program. Vista del Monte will utilize the position to support student academic intervention in reading and to provide direct coaching opportunities with staff to strengthen their knowledge with implementing literacy lessons with students as measured by student assessment data.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:
White

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Vista del Monte will utilize the position to support student academic intervention in reading and to provide direct coaching opportunities with staff to strengthen their knowledge with implementing literacy lessons with students as measured by student assessment data.

Strategy/Activity 10

After School Academic Tutoring For English Language Learners

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Teacher

Proposed Expenditures for this Strategy/Activity

Amount

6,000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Provide teacher extra duty to offer after school academic tutoring for English Language Learners

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Vista del Monte Elementary School will provide opportunities for community and family partnerships with the school resulting in an increase of student daily attendance to 96%, decrease in chronic absentee rates and increase in the student academic proficiency rates as stated in Goal #1.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. As outlined in Vista del Monte's Additional Targeted Support Improvement (ATSI) plan, Chronic Absenteeism school-wide and specifically for Students with Disabilities (SWD) and the white population of students were identified as areas of need. Chronic absenteeism is related to student's academic engagement and increasing parent engagement can positively impact student achievement.

Vista del Monte Total Average Present/Attendance for SWD:

December 2023: 90.69%

January 2024: 90.93%

February 2024: 91.99%

March 2024: 89.75%

April 2024: 89.97%

Vista del Monte Total Average Present/Attendance for White:

December 2023: 92.10%

January 2024: 92.01%

February 2024: 91.92%

March 2024: 91.61%

April 2024: 92.74%

2. As outlined in Vista del Monte's Additional Targeted Support Improvement (ATSI) plan, the Suspension Rate for the White population of students can be addressed with increasing family/parent partnerships as the suspension rate relates to the conditions and climate of the school. Increasing family engagement opportunities can decrease student suspension rates.

Vista del Monte Suspension Rates for White Subgroup:

September 2023: 0%

October 2023: 2.86%
 November 2023: 5.71%
 December 2023: 5.71%
 January 2024: 8.82%
 February 2024: 8.82%
 March 2024: 8.82%
 April 2024: 8.82%

3. Panorama reports around climate decreased with students which indicates a need to ensure our students and families feel connected and safe by creating an overall positive culture and climate with diverse offerings of academic intervention and student enrichment. Vista del Monte will plan family engagement activities that target areas of concern and interests for SWD and the white subgroup. Vista del Monte will collaborate with the PSUSD Family Engagement Center to possibly host parent workshops on-site to support the families of Vista del Monte.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 61	Parent Participation in Stakeholder Input Processes - 100
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey - 93% All Students (ALL) School Connectedness - 72 % Hispanic (Hisp) - 72% African American (AA) - NA SWD - 100% White - 100%	Family School Connectedness via Panorama Family Climate Survey - 95% All Students (ALL) School Connectedness - 80 % Hispanic (Hisp) - 75% African American (AA) - 100% SWD - 100% White - 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey: 99% All Students (ALL) - 81% Hispanic (Hisp) - 83% African American (AA) - NA SWD - 88% White - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey: 99% All Students (ALL) - 85% Hispanic (Hisp) - 85% African American (AA) - 100% SWD - 100% White - 100%

Metric/Indicator	Baseline	Expected Outcome
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 40	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 60

Planned Strategies/Activities

Strategy/Activity 1

As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte will increase family engagement and involvement by planning family-friendly events that are inclusive and appealing to families by utilizing a variety of communication methods such as school website, mobile apps, district provided communication platform, and flyers. Vista del Monte will plan family engagement activities that target areas of concern and interests for SWD and the white subgroup. The effectiveness of this activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

- Students with Disabilities
- All
- Specific Student Groups:
White population

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for community events to increase parent engagement.
Amount	1,000

Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for community events to increase parent engagement

Strategy/Activity 2

Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, parent conferences, and parent workshops. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. The effectiveness of this activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,499
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty to provide childcare for parents while attending school-sponsored events related to Title I focus areas.
Amount	1,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty to support holding parent workshops and/or parent meetings outside of work hours.

Strategy/Activity 3

Community Events: Vista del Monte Elementary School will continue to work collaboratively with the Parent Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2023-2024 school year. Vista del Monte will also work collaboratively with the PSUSD Family Engagement Center. The effectiveness of this activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

PTA Group, Staff, Administration and Community Members

Proposed Expenditures for this Strategy/Activity

Amount	1,214
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	3,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.)
Amount	1,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for community events to increase parent engagement

Strategy/Activity 4

Vista del Monte will increase efforts to recruit members for the established Parent Teacher Association (PTA) in order to build membership numbers for PTA to plan and develop school-wide events. The effectiveness of this activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	N/A

Strategy/Activity 5

Vista del Monte will partner with Sunup Rotary Club to establish an Early Act student club which allows for student members and voted officer positions which will be identified as the Vista del Monte student leadership. Students part of the club will be provided opportunities to participate in community events. The effectiveness of this activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

Budget Reference	None Specified
Description	N/A

Strategy/Activity 6

Vista del Monte will increase efforts to connect families to school, improve student attendance and address the ATSI plan by offering Saturday School a minimum of three (3) times per school year to recover student attendance.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
ATSI

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,600
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff extra duty to facilitate Saturday School classes

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain a Healthy and Safe Learning Environment

Goal Statement

Vista del Monte will provide a positive, safe, clean and healthy environment.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. Maintain low suspension rates.
2. Obtain district target of 96% attendance or better.
3. CA Dashboard indicates 35.4% of students are Chronically Absent. The Additional Targeted Support Improvement (ATSI) Plan will address a positive attendance program and clearly define an attendance intervention program.
4. Panorama Student Survey results indicate 51% are favorable in the category of Safety.
5. Panorama Student Survey results indicate 77% are favorable in the category of Climate of Academic Learning.
6. Counselor will continue to work with students by supporting them with the offering of social-emotional workshops, in-class presentations, counselor chats, check-in/check-out systems, and collaboration with teachers.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL) Hispanic Students with Disabilities (SWD) White	Student Attendance Rates All Students (ALL) - 91.53% English Learner (EL) - 94.10% Hispanic - 91.39% African American (AA) - 92.77% Students with Disabilities (SWD) - 89.97% White - 92.74%	Student Attendance Rates All Students (ALL) - 94% English Learner (EL) - 96% Hispanic - 94% African American (AA) - 94% Students with Disabilities (SWD) - 94% White - 94%

Metric/Indicator

Baseline

Expected Outcome

Chronic Absenteeism Rates
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Red	35.4% Chronically Absent	Increased Significantly 10.5
EL	Red	29.1% Chronically Absent	Increased Significantly 8.3
Hisp	Red	34.3% Chronically Absent	Increased Significantly 9.7
AA	No Performance Color	64.3% Chronically Absent	Increased 24.3
SED	Red	35.5% Chronically Absent	Increased Significantly 10.7
SWD	Red	38.8% Chronically Absent	Increased 2.4

St. Group	Color	DFS/Percentage	Change
All	Red	32.4% Chronically Absent	Decline 3
EL	Red	26.1% Chronically Absent	Decline 3
Hisp	Orange	31.3% Chronically Absent	Decline 3
SED	Red	32.5% Chronically Absent	Decline 3
SWD	Orange	35.8% Chronically Absent	Decline 3

Suspension Rates
 All Students (ALL))
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	1.6% suspended at least one day	Increased 1.2
EL	Green	0.4% suspended at least one day	Increased 0.4
Hisp	Yellow	0.9% suspended at least one day	Increased 0.7
AA	No Performance Color	7.1% suspended at least one day	Increased 7.1
SED	Orange	1.6% suspended at least one day	Increased 1.4
SWD	Orange	6% suspended at least one day	Increased 6

St. Group	Color	DFS/Percentage	Change
All	Yellow	1% suspended at least one day	Decline 6
EL	Green	0.1% suspended at least one day	Decline 3
Hisp	Green	0.6% suspended at least one day	Decline 3
SED	Yellow	1% suspended at least one day	Decline 6
SWD	Yellow	3% suspended at least one day	Decline 3

Panorama Survey - School Safety
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 Non-Hispanic
 Students with Disabilities (SWD)
 White

Panorama Survey - School Safety % Favorable
 All Students (ALL) - 51%
 English Learner (EL) - 65%
 Hispanic (Hisp) - 46%
 Non-Hispanic - 38%
 Students with Disabilities (SWD) - 48%
 White - 33%

Panorama Survey - School Safety % Favorable
 All Students (ALL) - 85%
 English Learner (EL) - 98%
 Hispanic (Hisp) - 85%
 Non-Hispanic - 85%
 Students with Disabilities (SWD) - 85%
 White - 85%

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students (ALL) Favorable 72% Elementary School Students (ES) Favorable 73%	Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 76% Hispanic (Hisp) - 78% African American (AA) - NA
Suspension Rates All Students (ALL) Hispanic (Hisp) African American (AA) White	Suspension Rates All Students (ALL) - 14 Hispanic (Hisp) - 7 African American (AA) - 1 White - 6	Suspension Rates All Students (ALL) - 5 Hispanic (Hisp) - 2 African American (AA) - 0 White - 3
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100% Compliance	Williams Facilities Inspection Results - 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

Physical and Mental Health Education:

Physical Education Teachers will provide students with rigorous and relevant physical education opportunities that promote student's wellness and physical health. The School Counselor will implement a well-rounded counseling program that offers, but not limited to, social-emotional small group counseling, student

check-in/check-out, consultation with teachers on social-emotional strategies to support student's mental health, in-class social-emotional presentations, a systematic counseling referral process, communication with staff and families, and opportunities for staff professional development to assist in supporting students.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
 - White

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

School Counselor, Physical Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Additional funds for the implementation of physical education and mental health education programs are not needed at this time.

Strategy/Activity 2

Vista del Monte Elementary School implements safe, healthy activities, positive communication, strategies to resolve conflict, respect, and inclusion during recess and lunch by providing additional supervision aides.

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Recess Coach, Supervision Aides, Administration

Proposed Expenditures for this Strategy/Activity

Amount	53,924
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	playground supervision before school and lunch.

Strategy/Activity 3

As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte Elementary will increase daily attendance and will decrease chronic absenteeism by targeting student groups (White population and Students with Disabilities) and other students in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students that are present and continue to strengthen the site's systematic intervention attendance program for students identified.

Students to be Served by this Strategy/Activity

- Students with Disabilities
- All
- Specific Student Groups:
Moderately & Chronically Absent , White population

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance and academic incentives

Strategy/Activity 4

As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte Elementary will provide an additional Other Means of Correction (intervention) opportunity for students before suspending a student. The Other Means of Correction will be a targeted 2-day workshop for students to participate in reflective discussions, academic support, and the teaching of appropriate behaviors. Workshop will be provided by a staff member who has been trained in Restorative Practices.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
 - White population

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administrators, Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	N/A

Strategy/Activity 5

Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system. This will allow Vista del Monte to recognize students for meeting behavior expectations inside and outside of the classroom. Students will be introduced to the system at the beginning of the school year at a behavior expectation assembly. Staff will be provided an orientation at the beginning of the school year at a staff meeting. The management system will be able to track student rewards and intervention data for administration to utilize in making informed decisions with supporting student needs. The implementation of the schoolwide Positive Behavior Intervention Supports management system will seek to re-engage students that are chronically absent and reduce behavioral incidents, thus addressing current suspension rates.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All

Specific Student Groups:
White

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program’s goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115,005
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$280,971.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	112,791	0.00
Title I Part A: Parent Involvement	2,214	0.00
LCFF	165,966	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$112,791.00
Title I Part A: Parent Involvement	\$2,214.00

Subtotal of additional federal funds included for this school: \$115,005.00

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

State or Local Programs	Allocation (\$)
LCFF	\$165,966.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$165,966.00

Total of federal, state, and/or local funds for this school: \$280,971.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	165,966.00
None Specified	0.00
Title I	112,791.00
Title I Part A: Parent Involvement	2,214.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,600.00
2000-2999: Classified Personnel Salaries	189,590.00
4000-4999: Books And Supplies	37,781.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5700-5799: Transfers Of Direct Costs	15,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	11,600.00
2000-2999: Classified Personnel Salaries	LCFF	118,294.00
4000-4999: Books And Supplies	LCFF	26,072.00
5700-5799: Transfers Of Direct Costs	LCFF	10,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	19,000.00
2000-2999: Classified Personnel Salaries	Title I	71,296.00
4000-4999: Books And Supplies	Title I	9,495.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
5700-5799: Transfers Of Direct Costs	Title I	5,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,214.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hugo Cruz		X			
Elizabeth Vieyra		X			
Cristina Tostado		X			
Precious Simmons			X		
Jim Cross				X	
Kimberly Enriquez				X	
Maribel Langarica				X	
Cindy Lizarraga				X	
Eva Merenda				X	
Jamie Santos	X				
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/7/2024.

Attested:



Principal, Jamie Santos on 10/24/24

SSC Chairperson, Kimberly Enriquez on 10/24/24

Title I and LCFF Funded Program Evaluation

Goal #1:
Vista del Monte will increase academic achievement to all students through Tier I best-first instruction and interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Professional Development & Planning: Staff will attend district-provided professional development/workshops (i.e. Math Training, English-Language Arts Training, Universal Design for Learning, etc.) to increase their knowledge of effective instructional strategies in the different content areas. In addition, each grade level will be provided with follow-up release time for additional collaboration to design lessons, identify effective instructional strategies, observe one another using first-best instruction and intervention supports, work with outside support (when available), develop common assessments to determine student growth by analyzing student data and identify agreed upon instructional focus areas. Teachers may also be provided opportunities for professional development outside of their work day (i.e. workshops, book study, etc.). The district and site literacy coach will be able to assist in supporting grade levels and teacher professional development.</p>			
<p>Students will participate in enrichment opportunities offered by the school, community and school district including, but not limited to, fieldtrips, Tools for Tomorrow, art classes, Think Together Program, enrichment activities provided by the Expanded Learning Opportunities Department at the school district, and enrichment or intervention provided by the school.</p>			

<p>Vista del Monte Elementary School will purchase licensing rights for use of specific online software that will support teacher delivery and design of lessons for TK through 5th grade, support student achievement TK through 5th grade, and enhance student engagement. The online software purchases could include, but not limited to: Book Creator and Reading Plus.</p>			
<p>Vista del Monte Elementary School will fund staffing for one (5.75 hour) bilingual paraeducator five days a week to support small group intervention instruction with students requiring intervention support such as, but not limited to students with disabilities and English Learners. The bilingual paraprofessional will provide support under the direction of the certificated teacher.</p>			
<p>Vista del Monte Elementary School will continue to work with the districts Expanded Learning Opportunities Department to offer academic intervention supports. In addition, at-risk students will be identified by using state assessment data, STAR Assessment results, or common grade-level assessments for before or after school tutoring provided by teachers. Staff will be provided extra duty if Expanded Learning is unable to support funding.</p>			
<p>Vista del Monte Elementary School classrooms will have instructional supplies and materials such as document cameras, student Chromebooks, headphones, and printers so that teachers have sufficient tools to implement instruction to increase students' academic achievement in Language Arts, Mathematics, and all other subject areas as measured by student assessment data.</p>			
<p>Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom as measured by student assessment data.</p>			
<p>Vista del Monte will add a Paraprofessional III five days a week to support student academic reading intervention, student assessments, and instruction as determined by student assessment data.</p>			
<p>Vista del Monte will be provided a Literacy Coach Reading Specialist</p>			

through a 3-year grant program. Vista del Monte will utilize the position to support student academic intervention in reading and to provide direct coaching opportunities with staff to strengthen their knowledge with implementing literacy lessons with students as measured by student assessment data.			
After School Academic Tutoring For English Language Learners			

Goal #2:

Vista del Monte Elementary School will provide opportunities for community and family partnerships with the school resulting in an increase of student daily attendance to 96%, decrease in chronic absentee rates and increase in the student academic proficiency rates as stated in Goal #1.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte will increase family engagement and involvement by planning family-friendly events that are inclusive and appealing to families by utilizing a variety of communication methods such as school website, mobile apps, district provided communication platform, and flyers. Vista del Monte will plan family engagement activities that target areas of concern and interests for SWD and the white subgroup. The effectiveness of this activity will be measured by the Panorama Survey.			
Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, parent conferences, and parent workshops. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. The effectiveness of this activity will be measured by the Panorama Survey.			
Community Events: Vista del Monte Elementary School will continue to work collaboratively with the Parent			

Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2023-2024 school year. Vista del Monte will also work collaboratively with the PSUSD Family Engagement Center. The effectiveness of this activity will be measured by the Panorama Survey.			
Vista del Monte will increase efforts to recruit members for the established Parent Teacher Association (PTA) in order to build membership numbers for PTA to plan and develop school-wide events. The effectiveness of this activity will be measured by the Panorama Survey.			
Vista del Monte will partner with Sunup Rotary Club to establish an Early Act student club which allows for student members and voted officer positions which will be identified as the Vista del Monte student leadership. Students part of the club will be provided opportunities to participate in community events. The effectiveness of this activity will be measured by the Panorama Survey.			
Vista del Monte will increase efforts to connect families to school, improve student attendance and address the ATSI plan by offering Saturday School a minimum of three (3) times per school year to recover student attendance.			

Goal #3:

Vista del Monte will provide a positive, safe, clean and healthy environment.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Physical and Mental Health Education: Physical Education Teachers will provide students with rigorous and relevant physical education opportunities that promote student's wellness and physical health. The School Counselor will implement a well-rounded counseling program			

<p>that offers, but not limited to, social-emotional small group counseling, student check-in/check-out, consultation with teachers on social-emotional strategies to support student's mental health, in-class social-emotional presentations, a systematic counseling referral process, communication with staff and families, and opportunities for staff professional development to assist in supporting students.</p>			
<p>Vista del Monte Elementary School implements safe, healthy activities, positive communication, strategies to resolve conflict, respect, and inclusion during recess and lunch by providing additional supervision aides.</p>			
<p>As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte Elementary will increase daily attendance and will decrease chronic absenteeism by targeting student groups (White population and Students with Disabilities) and other students in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students that are present and continue to strengthen the site's systematic intervention attendance program for students identified.</p>			
<p>As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte Elementary will provide an additional Other Means of Correction (intervention) opportunity for students before suspending a student. The Other Means of Correction will be a targeted 2-day workshop for students to participate in reflective discussions, academic support, and the teaching of appropriate behaviors. Workshop will be provided by a staff member who has been trained in Restorative Practices.</p>			
<p>Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system. This will allow Vista del Monte to recognize students for meeting behavior expectations inside and outside of the classroom. Students will be introduced to the system at the beginning of the</p>			

school year at a behavior expectation assembly. Staff will be provided an orientation at the beginning of the school year at a staff meeting. The management system will be able to track student rewards and intervention data for administration to utilize in making informed decisions with supporting student needs. The implementation of the schoolwide Positive Behavior Intervention Supports management system will seek to re-engage students that are chronically absent and reduce behavioral incidents, thus addressing current suspension rates.

--

--

--

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

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

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
