School Year: **2025-26**

**Board Approved
June 24, 2025**

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	7/1/2025-6/30/2026
Schoolsite Council (SSC) Approval Date	4/21/25
Local Board Approval Date	June 24, 2025

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

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.
The staff at Vista del Monte Elementary School is 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 450 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. The 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

Vista del Monte Elementary School is a Title I Schoolwide Program.

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 the 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 the School Site Council, the English Language Advisory Committee (ELAC), the school leadership team, the student council, and the Parent Teacher Association (PTA). Meeting agendas and meeting minutes are implemented to document discussions and decisions made for each educational partner group involved with Vista del Monte Elementary School.

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:
1/21/25 Topic(s): Attendance, Site Developed Data, SPSA Target Progress, Funding Updates (District Information), EL Program
3/17/25 Topic(s): Review of ELAC input and discussion to integrate more Spanish books in the library for students and providing more Seal of Biliteracy meetings for parents, Attendance, Site Developed Data, Modifications for SPSA Goals, Strategies, Funding, EL Program
4/21/25 Topic(s): Modifications for SPSA Goals, Strategies, Funding, Assessment and Evaluation Survey for SPSA, EL Program
5/14/25 Topic(s): SPSA revisions reviewed for approval

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
ELAC Meeting Dates:
11/12/24 Topic(s):Ideas and suggestions for attendance, Sign updated SPSA language change, DELAC Report, Public Comments
12/10/24 Topic(s):Attendance discussion, ELAC SPSA input to SSC, Response provided to SSC by ELAC

representative at SSC meeting

2/11/25 Topic(s): School Needs Assessment of Instructional Programs for ELLs, Review/discuss projected budget, DELAC Report, Attendance discussion, Public comments

4/22/25 Topic(s): Annual evaluation of ELAC, Goals for the new school year, Report from SSC shared to ELAC which included actions based on ELAC input, Report from SSC's next year's goals and budget for SPSA, Attendance discussion, Public comments

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, Red Ribbon Week

11/4/24 Community Service Project: Canned Food Drive, Spirit Weeks

12/2/24 Community Service Project: Canned Food Drive, Spirit Weeks

12/16/24 Spirit Weeks, MPR Decorations

1/13/25 Installation of Early Act Officers

2/3/25 February Friendship Grams, Spirit Days, Black History Month

2/24/25 Spirit Day Planning

3/3/25 Spirit Day Planning, Read Across America, March Madness Book Rally

3/17/25 Community Service Project: Fire Relief Donations, March Madness Book Rally

3/31/25 Community Service Project: Fire Relief Donations

4/14/25 Spirit Day Planning, Talent Show Support

4/28/25 Spirit Day Planning, Collaboration with middle school Interact Club

5/5/25 Spirit Day Planning, Collaboration with middle school Interact Club

5/19/25 Spirit Day Planning, End of Year Planning, Ideas for next year

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, UDL

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

11/18/24 Topic(s): Supervision, Assessments, MTSS, Comprehensive School Safety Team, Field Trips, Chromebooks, UDL

12/9/24 Topic(s): Recesses, PLCs, Preps, MTSS, Equity, Assessments, Mission and Vision

1/27/25 Topic(s): March Madness Books, Literacy, Awards, PSUSD Resolution, Puberty Talks Planning, Yearbook, Instructional Mapping, Assessments, GATE, Interventions, Action Planning Days

2/10/25 Topic(s): PBIS, Panorama Survey, PLCs, Assessments

3/10/25 Topic(s): Comprehensive School Safety Team, Human Trafficking, MTSS, Wellness Center, Equity, Eliminate Hate Speech, Supervision

4/28/25 Topic(s): Budget, Family Night, Bell Schedule, Reprographics, Assessments, MTSS, Equity, Events

5/12/25 Topic(s): Report Cards, End of Year Check out, Master Schedule, Instructional Mapping, Bell Schedule, Promotion, Curriculum, Work Orders, Equity

Parent Teacher Association (PTA) Meeting Dates:

Monday, August 27 VDM PTA Board Meeting: Introduction meeting of members, Principal's Report, Ideas for school support, Treasurer Report, Online Program Software Requests

Monday, September 9 VDM PTA 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
Monday, October 7 VDM PTA Board Meeting: Hispanic Heritage Month, Online Software review
Monday, November 13- VDM PTA Board Meeting: Principal's Report, Treasurer Report, review PTA member sign-up sheet for book fair, book fair training, winter family night plans, Treasurer Report, Teacher Rep Updates
Monday, December 9 VDM PTA Board Meeting: Principal's Report, Treasurer Report, Membership, Treasurer Report, Family Engagement Activities, Teacher Rep Updates
Monday, February 3 VDM PTA General Association Meeting #2
Monday, March 24 VDM PTA Board Meeting: Principal's Report, Treasurer Report, Membership, Treasurer Report, Family Engagement Activities, Teacher Rep Updates
Monday, April 21 VDM PTA Board Meeting: Principal's Report, Treasurer Report, Membership, Treasurer Report, Family Engagement Activities, Teacher Rep Updates
Monday, May 12 VDM PTA General Association Meeting #3

Based on the input from educational partner involvement, the following items were recommended by the School Site Council:
1. Continue to focus on increasing literacy initiatives at Vista del Monte by continuing with the Paraprofessional III support for intervention. Effectiveness will be monitored throughout the school year.
2. Continue with Bilingual Paraprofessional to support Designated ELD and small group reading instruction for grades 1st through 2nd. Effectiveness will be monitored throughout the school year.
3. Continue to partner with the PSUSD Expanded Learning Opportunity Program to offer academic intervention and enrichment after school.
4. Continue to focus on professional development to support teacher learning to implement effective math and language arts strategies in the classroom.
5. Continue to fund additional supervision aides to support student safety during unstructured time outside of the classroom. Effectiveness will be monitored throughout the school year.
6. Revise the amount funded for online licensing programs due to decreased funds for 2025-2026 school year, usage rates, and district instructional agreements for each subject area.
7. Revise the amount funded for field trips due to decreased funds for 2025-2026 school year.
8. Allocate scheduled teacher release days for strategic planning for grade levels in the areas of math and reading.
9. Continue to fund materials and supplies necessary for day-to-day operations of Vista del Monte.

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 2024 CA School Dashboard English-Language Arts (ELA) results, English Learners declined 9.3 points below standard, Hispanic population scored in the Red range, and Socioeconomically Disadvantaged scored in the Orange range. English Language Learners account for approximately 44% of the school population.

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: 10% Urgent Intervention in Fall; 18% Urgent Intervention in Winter
1st Grade STAR Early Literacy: 21% Urgent Intervention in Fall; 24% Urgent Intervention in Winter
2nd Grade STAR Early Literacy: 39% Urgent Intervention in Fall; 32% Urgent Intervention in Winter
3rd Grade STAR Reading: 33% Urgent Intervention in Fall; 28% Urgent Intervention in Winter
4th Grade STAR Reading: 24% Urgent Intervention in Fall; 25% Urgent Intervention in Winter
5th Grade STAR Reading: 20% Urgent Intervention in Fall; 14% Urgent Intervention in Winter

Based on the 2024 CA Dashboard results, Vista del Monte's overall chronic absenteeism was at 32.4% (yellow) with the Hispanic population in the orange for Chronic Absenteeism Rate.

Based on the 2024 CA Dashboard results, Vista del Monte's overall suspension rate was at 2.5% suspended at least one day (orange) which is a 0.9% increase. The suspension rate for English Learners is 1.3% suspended at least one day (orange), which is a 0.8% increase. The suspension rate for the Hispanic population is 2% suspended at least one day (orange), which is a 1.1% increase.

Our Teachers on Special Assignment (TOSAs) will have a specific focus placed on supporting classroom teachers in the identification of and effective delivery of appropriate strategies to use during integrated and designated ELD.

After School interventions will first target for involvement EL students who are performing below grade level in math and ELA.

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.

Reflections: Success

Language Arts-
Local indicators--STAR Reading Assessment Results:
-TK increased from 11% At/Above Benchmark on the STAR Early Literacy assessment in the Fall (English) to 22% At/Above Benchmark in the Winter.
-TK increased from 6% At/Above Benchmark on the STAR Early Literacy assessment in the Fall (Spanish) to 22% At/Above Benchmark in the Winter.
-Kindergarten increased from 24% in Urgent Intervention and Interventions on the STAR Early Literacy assessment in the Fall (English) to 45% in Urgent Intervention and Interventions the Winter.
-1st Grade decreased students scoring in Intervention on the STAR Early Literacy assessment in the Fall (English) from 42% to 34% in the Winter.
-1st Grade decreased students scoring in Intervention on the STAR Early Literacy assessment in the Fall (Spanish) from 16% to 30% in the Winter.

- 2nd Grade decreased students scoring in Intervention on the STAR Early Literacy assessment in the Fall (Spanish) from 24% to 17% in the Winter.
- 3rd Grade increased students scoring At/Above Benchmark on the STAR Reading assessment in the Fall (Spanish) from 30% to 38% in the Winter.
- 3rd Grade increased students scoring At/Above Benchmark on the STAR Reading assessment in the Fall (Spanish) from 30% to 38% in the Winter.
- 4th Grade increased students scoring At/Above Benchmark on the STAR Reading assessment in the Fall (English) from 31% to 34% in the Winter.
- 4th Grade increased students scoring At/Above Benchmark on the STAR Reading assessment in the Fall (Spanish) from 31% to 52% in the Winter.

English-Language Arts Supporting Actions:
All teachers (Both the English program and Dual Immersion Program) were provided access to the Teachers on Special Assignment (TOSAs) for planning, collaborating, and supporting the implementation of effective teaching strategies. Likewise, TOSAs 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. Grades TK, K, and 2nd grade in the Dual Immersion program utilized release time during the school day to work with the site TOSAs to strategically plan phonics and phonemic awareness instruction. Grade levels were provided three action planning days within the school year to identify strengths, challenges, instructional agreements, PLC agreements, data analysis, integration of UDL guidelines, and identify support needed. Three class visit days were conducted by site administration to focus on observing evidence of grade level's language arts action plan.
Vista del Monte was provided a Literacy Coach to support literacy initiatives and be an integral part of the site Literacy Team. The coach focused on coaching and supporting teachers to build effective small group instruction while also providing reading intervention for students in the Traditional Program for grades 4th-5th.

Reading intervention supports were provided to students in the Dual Immersion and Traditional English program by the Reading Intervention Teacher who is bilingual in Spanish and English and the Paraprofessional III. The English Reading Intervention Program utilized Fountas & Pinnell Leveled Literacy Intervention systems (LLI) and UFLI (University of Florida Literacy Institute) for the curriculum. Data sources used to monitor student progress included STAR Reading, Curriculum Based Measurements (CBM), LLI reading assessment, LETRS spelling screener, and teacher recommendations. The English Reading Intervention Program averaged in servicing 40 students per day, 4 days a week. Wednesdays were designated to monitor student progress by analyzing student data.

Interventions are a minimum of 16 weeks (LLI) and 8-12 weeks (UFLI). Students exited the program by reaching grade level proficiency on an LLI reading assessment or UFLI assessment (depending on which intervention the student is participating in) and they are currently on blue or green according to their Star Reading assessment.

The Dual Immersion Intervention program utilized El Sistema Spanish by Pacific Learning for the curriculum. Data sources used to monitor student progress included STAR Reading, Curriculum Based Measurements (CBM), SIL (El Sistema de la Intervención de Lectura), and teacher recommendations. The Dual Immersion Reading Intervention Program averaged in servicing 40 students per day, 4 days a week. Wednesdays were designated to monitor student progress by analyzing student data. The duration of the SIL intervention varies depending on grade level. The grade level timeframes are as follows:

Orange kit- Kindergarten and 1st grade - 6 weeks
Green kit - 1st grade - 9 weeks
Purple kit - 2nd and 3rd grade - 8 weeks
Aqua kit - 3rd and 4th grade - 8 weeks

Students exited the program if they reached grade level proficiency in reading and were on blue or green on their STAR Reading Assessment, along with collaboration with the classroom teacher.

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, two teachers offered academic interventions twice a week (servicing 20 students).
In the winter, two teachers offered academic interventions twice a week (servicing 20 students).
In the spring, five teachers offered academic interventions twice a week (servicing 50 students).

English Language Learners (ELLs)-
Vista del Monte offered targeted after-school intervention for English Language Learners. Academic intervention began in January and two 7 week cycles were conducted. A total of 60 English Language Learners were serviced during after-school intervention. Based on the CA Dashboard, 46.4% of English Language Learners made progress and maintained -1.5%.

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 three days of Math Action Planning Days. During each grade level's Action Planning Day, the site administrator and district TOSAs worked directly with teachers to review current student data to select 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 support from to implement their grade level plan. Three class visit days 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 assumed the responsibility of the Student Success Team (SST) process and 504 Plans. The process is communicated with staff annually and is continued to be followed to ensure discussions with student concerns are established in advance. All SSTs are housed in the district student information system. Vista del Monte held 35 new SST meetings, 28 follow-up SST meetings, and four 504 Plan Meetings to address the needs of students. Also, see the information above regarding reading intervention programs for the Dual Immersion and Traditional programs at Vista del Monte Elementary School.

Conditions & Climate-
Based on the CA Dashboard Indicator, Vista del Monte's Chronic Absenteeism declined by 3%.
According to the Panorama Winter 2024 Student Climate Survey, the following percentages indicate a favorable response and increase:
Safety 58% (+7)
Knowledge and Fairness of Discipline, Rules, and Norms 73% (+1)
According to the Panorama Winter 2024 Family Climate Survey, the following percentages indicate a favorable response and increase:

Climate for Support for Academic Learning 93% (+1)

Culture & Climate Supporting Actions: Vista del Monte Elementary School holds in-person, trimester awards assemblies to celebrate student achievement and invites parents to attend. 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 recorded video of them saying the Pledge of Allegiance in English or Spanish, Vista del Monte's Early Act 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.
In addition, Vista del Monte purchased PBIS Rewards to implement a school-wide positive point system for students demonstrating being responsible, safe, respectful, or kind. Students can redeem points for selected prizes in the Mustang Student Store.
Vista del Monte was provided a Family and Community Engagement Specialist through the district who assists with community communication for resources, invitations to school-wide family events, and support for providing student incentives for award assemblies. The specialist also attends School Attendance Review Team (SART) meetings while offering family resources and conducting home visits as needed.

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 Arts-
The CA Dashboard indicate a 9.3 point 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 62.4 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.
Local indicators--STAR Reading (English) Assessment Data showing a decline or did not show growth in At/Above Benchmark:
2nd Grade: Fall 2024 24%, Winter 2025 18%
3rd Grade: Fall 2024 32%, Winter 2025 21%

The Fall 2024 California School Dashboard reported two student groups in the Red performance level (English Language Learners and Hispanic population). These groups presented a performance gap one level below the overall school result indicating a need for ongoing support. Performance gaps reflected in the Fall 2024 Dashboard continue to be reflected in STAR Reading data. ELL students are indicated as 104.6 points below standard, while the Hispanic population are reported at 73.2 points below the standard.

In Goal 1 of 2025 plan, Vista del Monte will address this (English-Language Arts) need through the following actions:
-The Teachers on Special Assignment (TOSAs) are bilingual to assist in coaching teachers in the dual immersion program and English Language Learners
-The Teachers on Special Assignment (TOSAs) will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- The Reading Intervention Teacher will work with students who are performing below grade level in English and Spanish Language Arts to provide intervention support
- Reading intervention teacher (bilingual)- The site will increase the number of 1st through 5th grade students serviced four times a week in pull out reading intervention services during small group instruction for students whose data indicate a need for basic reading foundational skill instruction.
- After School interventions will first target EL students who are performing below grade level in math and ELA
-The Dual Immersion classes will continue utilizing a phonemic awareness program to address student literacy
-All grade levels will be provided release days to collaborate with instructional coaches to identify effective language arts instructional routines, strategies, and plan. Teachers will analyze student data during one PLC meeting per month co-facilitated by an instructional coach or administrator.

-A site based literacy coach will support teachers with implementation of a dedicated small group differentiated instructional block including the analyzation of data, grouping of student, targeted resource, monitoring of progress, and the overall implementation of small group reading.
Reading intervention paraprofessional III - The site will increase the number of 1st through 5th grade students serviced four times a week in pull out reading intervention services during small group instruction for students whose data indicate a need for basic reading foundational skill instruction. The paraprofessional III will be funded to work in the reading intervention classroom.
-Paraprofessional Blingual- The site will increase the number of 1st-2nd grade students serviced by funding a paraprofessional bilingual five days a week to support small group intervention instruction with students requiring intervention support such as, but not limited to English Learners. The bilingual paraprofessional will provide support under the direction of the certificated teacher and assigned based on student needs under the direction of site administration.
-The Master Schedule will align stagger literacy blocks by grade level to allow reading intervention to occur outside of the core language arts instruction.

English Language Learners continue to perform below their other sub-groups.

English Language Learners-
The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. The Fall 2024 California School Dashboard reported the English Language Learner student group in the Red performance level. This group presented a performance gap one level below the overall school result indicating a need for ongoing support. Performance gaps reflected in the Fall 2024 Dashboard continue to be reflected in STAR Reading data. ELL students are indicated as 104.6 points below standard.

 In Goal 1 of 2024-2025 plan, Vista del Monte will address this (English Language Learners) need through the following actions:
-Paraprofessional Blingual- The site will increase the number of 1st-2nd grade students serviced by funding a paraprofessional bilingual to push into classrooms to support small group reading intervention instruction and Designated ELD.
-The site will target English Learner students with lower overall performance levels as indicated in the ELPAC asessments to provide after school reading intervention instruction twice a week.
-Staff will engage in targeted professional development focused on effective instructional strategies, cultural responsiveness, and assessment accommodations to enhance support for English Language Learners, ensuring equitable access to learning opportunities.

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 56.4 points below standard (low) with maintaining -0.2 points. Vista del Monte's largest student population of Hispanic and English Learners scored in the orange. English Learners declined 3.7 points and the Hispanic population maintained 1.7 points.
Local indicators--STAR Math (English) Assessment Data showing a decline or did not show growth in At/Above Benchmark:
1st Grade: Fall 2024 23%; Winter 2025 17%
2nd Grade: Fall 2024 25%, Winter 2025 20%

 In Goal 1 of 2025-2026 plan, Vista del Monte will address this (Mathematics) need through the following actions:
-All students will have weekly opportunities to engage in Bridges Work Places. The Instructional Coach will provide professional development to TK - 5th grade teachers to support planning, differentiated supports, and ongoing implementation of these math stations.
-All grade levels will be provided release days to collaborate with instructional coaches to identify effective math instructional routines, strategies, and plan. Teachers will co-plan and deliver 2 LES lessons per month and analyze summary data during one PLC meeting per month co-facilitated by an instructional coach or administrator
-The Master Schedule will allow each grade level to utilize 15 minutes 4 days a week to provide small group math instruction to students scoring at the urgent intervention level.

Conditions & Climate-
According to the Panorama Winter 2024-2025 Student Climate Survey, there was a decrease in the percentage favorable:
Climate of Support for Academic Learning 76% (-1)
Sense of Belonging (School Connectedness) 62% (-3)
According to the Panorama Winter 2024-2025 Family Climate Survey, there was a decrease in the percentage favorable:
Safety 94% (2)

Panorama Survey Supporting Actions:
-Continue 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

According to the CA Dashboard, Suspension Rate: Vista del Monte's suspension rate has increased from 0.9% which indicates 2.5% suspended at least one day.

Suspension Rate Supporting Actions: Vista del Monte Elementary School utilizes Synergy (the PSUSD Student Information System) to input a student discipline incident. This allows teachers to document and demonstrate the Tier I 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 is 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. Supervision aides will continue to be provided professional development by the district behavior team to support positive interventions on the playground and support the decrease of student incidents to maintain safety on campus.

Chronic Absenteeism Overall-
According to the CA Dashboard, 32.4% 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.

Planned Improvements will reflect the identified needs of the school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
471	**94.5%**	**45.9%**	**0.4%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	216	45.9%
Foster Youth	2	0.4%
Homeless	23	4.9%
Socioeconomically Disadvantaged	445	94.5%
Students with Disabilities	42	8.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.1%
American Indian	1	0.2%
Asian	2	0.4%
Filipino	0	0.0%
Hispanic	408	86.6%
Two or More Races	14	3%
Pacific Islander	0	0.0%
White	36	7.6%

Conclusions based on this data:

1. Vista del Monte has a high English Language Learner population.

2. 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
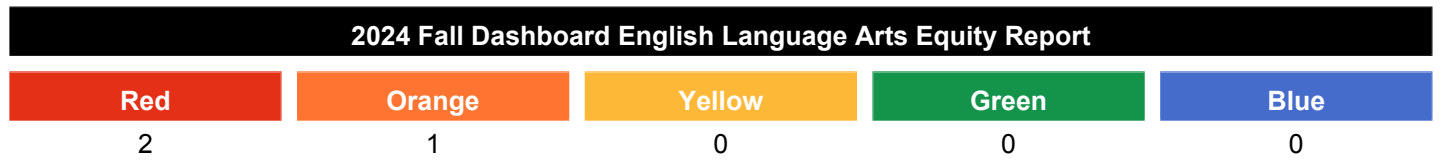
Overall Performance

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate**	**Suspension Rate** Orange
Mathematics Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) ResultsAll Students (ALL) - ELA - 35.87% Met or Exceeded Standard	**Chronic Absenteeism** Yellow	
English Learner Progress Yellow		
College/Career		

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 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
62.4 points below standard	85.9 points below standard	0 Students
Declined 9.3 points	Declined 20.2 points	
245 Students	115 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	92.5 points below standard	64.6 points below standard
2 Students	11 Students	Declined 9.1 points
		242 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
106.8 points below standard	Less than 11 Students	Less than 11 Students
Maintained 2.3 points		
27 Students	5 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	0 Students	73.2 points below standard
		Declined 12.4 points
2 Students		209 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	11.8 points below standard
		Maintained 2.9 points
10 Students		18 Students

Conclusions based on this data:

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

School and Student Performance Data
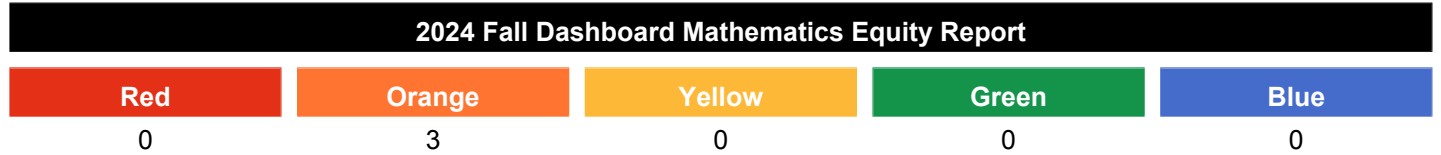
Academic Performance
Mathematics

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Smarter Balanced Assessment Consortium English Language Arts Smarter Balanced Assessment Consortium English Language Arts Maintained 0.2 points	Orange	No Performance Color
	70.4 points below standard	0 Students
	Declined 3.7 points	
246 Students	116 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	68.2 points below standard	57.6 points below standard
	12 Students	Maintained 0.1 points
2 Students		243 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
95.7 points below standard	Less than 11 Students	Less than 11 Students
Increased 15.3 points		
27 Students	5 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	61.6 points below standard
		Maintained 1.7 points
2 Students		210 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	13.6 points below standard
		Increased 4.7 points
10 Students		18 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 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
56.4 points below standard making progress.	making progress.
Number Students: 166 Students	Number Students: 0 Students

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.

2024 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**
20.5%	33.1%	0%	46.4%

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 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
32.4% Chronically Absent	25.8% Chronically Absent	0 Students
Declined 3	Declined 3.3	
509 Students	236 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	40.5% Chronically Absent	32.6% Chronically Absent
10 Students	Declined 11.2	Declined 2.9
	37 Students	478 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
37.5% Chronically Absent	27.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 1.3	Declined 37	
48 Students	11 Students	3 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	32.6% Chronically Absent
2 Students		Declined 1.7
		439 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
46.7% Chronically Absent	0 Students	28.2% Chronically Absent
Increased 5		Declined 10
15 Students		39 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 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
2.5% suspended at least one day	1.3% suspended at least one day	0 Students
Increased 0.9%	Increased 0.8%	
526 Students	239 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Blue	Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	2.6% suspended at least one day
10 Students	Declined 3.2%	Increased 1%
	39 Students	492 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
7.32% suspended at least one day	7.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.8%	Maintained 0%	
48 Students	14 Students	4 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	2% suspended at least one day
2 Students		Increased 1.1%
		450 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	0 Students	7.5% suspended at least one day
Maintained 0%		Declined 1.1%
16 Students		40 Students

Conclusions based on this data:

1. Suspension Rate is an area of growth for Vista del Monte.
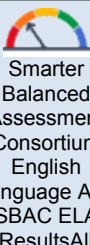
Annual Review and Update

SPSA Year Reviewed: 2024-25

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

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)

)

Expected Outcomes

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

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	62.4 points below standard	Declined 9.3 points
EL	Red	85.9 points below standard	Declined 20.2 points
Hisp	Red	73.2 points below standard	Declined 12.4 points
AA	No Performance Color		Less than 11 Students
SED	Orange	64.6 points below standard	Declined 9.1 points
SWD	No Performance Color	106.8 points below standard	Maintained 2.3 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)

Expected Outcomes

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

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) ResultsAll	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) ResultsAll Students (ALL) - ELA - 38.87% Met or Exceeded Standard	Maintained 0.2 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

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

	Students (ALL) - ELA - 35.87% Met or Exceeded Standard		
EL	Orange	70.4 points below standard	Declined 3.7 points
Hisp	Orange	61.6 points below standard	Maintained 1.7 points
AA	No Performance Color		Less than 11 Students
SED	Orange	57.6 points below standard	Maintained 0.1 points
SWD	No Performance Color	95.7 points below standard	Increased 15.3 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 - 30.68%

California School Dashboard – English Learner Progress Indicator (ELPI)								

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Blue	50.9 points above standard	Increase +3

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	56.4 points below standard	3 1.5

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 - 8.5%
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 - 16.86% Met or Exceeded Standard

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Compliance	Williams Textbook/Materials Compliance - 100% Compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Teachers attended multiple professional development and planning workshops with site administrators and district Teachers on Special Assignment (TOSAs). The district provided 8 action planning days, and the site paid for one additional action planning day. During the action planning days, the principal and the TOSAs met with each grade level for half of the day. The first half day with each grade level was utilized to review student data, identify strengths, challenges, and determine instructional agreements, Professional Learning Community (PLC) agreements, evidence of agreements, and the needed support. Plans were developed for math and English Language Arts (ELA)/Spanish Language Arts (SLA) and embedded guidelines for Universal Design for Learning (UDL). Grade levels identify a timeline for their cycle and review	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 3,000	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 3,000
		Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 2,000	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 2,000
		Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 6,000	Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 6,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
site literacy coach will be able to assist in supporting grade levels and teacher professional development.	their student data and evidence during PLC meetings. The following action planning days were utilized to review student progress through data and discuss additional areas of need. The principal attended one Universal Design for Learning (UDL) consultation with the district's UDL consultant. The consultation allowed for the opportunity to review the school's UDL Plan and next steps to ensure staff had an understanding of the UDL guidelines and consistently reflect on practices to integrate their grade level's UDL agreements. The principal met with the UDL consultant two additional times for site visits and walked through classrooms to observe UDL in action and provide staff with feedback on how to utilize the UDL guidelines to support student learning. Three teachers attended the California Association of Bilingual Educators (CABE) conference this school year. The selected teachers were teachers that have not attended before. This professional development opportunity allowed teachers to attend various daily workshop sessions tailored to various grade levels and themes, including early education, biliteracy, dual language immersion, special education,	Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries Title I 6,000	Salary-Teacher Extra Duty for attending professional development outside of their work day. 1000-1999: Certificated Personnel Salaries Title I 6,000

School Plan for Student Achievement (SPSA)   Page 31 of 122   Vista del Monte Elementary School

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
	literacy, and leadership. Sessions focus on cutting-edge, research-based strategies for working with emergent bilingual and multilingual learners. Opportunities for collaboration through panels, discussions, and interactive workshops focused on shared challenges and solutions in bilingual education. The teachers in attendance then shared their workshop session takeaways and resources with the Vista del Monte Dual Immersion Program Department. Grades TK, K, and 2nd grade in the Dual Immersion program utilized release time during the school day to work with the site TOSAs to strategically plan phonics and phonemic awareness instruction. Vista del Monte provided teachers with extra duty hours to participate in a structured book study for the books 7 Mighty Moves and Big Words for Young Readers. Six teachers participated in the book study as facilitated by TOSAs. Teachers engaged in discussions on what stood out to them, how they can intentionally, explicitly, and systematically apply what they learned, what challenges they may come across, and what possible solutions could be implemented. At the end of each book study session, teachers reflected on their		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	new knowledge and data and asked themselves the following questions: What will you continue/keep doing? What will you stop doing? What will you start doing? How will we share this with our peers? Staff also engaged in professional development to increase their knowledge of equitable practices for diverse learners, initial and report analysis training for the Lexia literacy program, Accentos, phonics and phonemic awareness training, and designated English language development training to revisit best practices and expectations during designated ELD time. The data below indicates baseline data from the 2024 SBAC: ELA Overall: Not Met increased 5%, Nearly Met decreased 4%, Met increased 2%, Exceed decreased 1% ELA 3rd Grade: Not Met maintained 61% Nearly Met increased 3% Met decreased 2% Exceeded increased 1% ELA 4th Grade: Not Met increased 8% Nearly Met decreased 1% Met decreased 2% Exceeded decreased 4% ELA 5th Grade Not Met increased 9%		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Nearly Met decreased 17% Met increased 9% Exceeded decreased 1% Math Overall: Not Met increased 3%, Nearly Met decreased 5%, Met increased 2%, Exceed maintained 9% Math 3rd Grade: Not Met increased 1% Nearly Met decreased 6% Met increased 7% Exceeded decreased 1% Math 4th Grade: Not Met increased 5% Nearly Met increased 2% Met decreased 4% Exceeded decreased 4% Math 5th Grade: Not Met decreased 1% Nearly Met decreased 9% Met increased 5% Exceeded increased 4% The data below indicates progress from the district STAR Reading assessment. TK Fall Early Literacy (English): 44% Urgent Intervention, 33% Intervention, 11% On Watch, and 11% At/Above Benchmark TK Winter Early Literacy (English): 44% Urgent Intervention, 11% Intervention, 22% On Watch, and 22% At/Above Benchmark TK Fall Early Literacy (Spanish): 50% Urgent Intervention, 33% Intervention, 11% On Watch, and 6% At/Above Benchmark		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	TK Winter Early Literacy (Spanish): 33% Urgent Intervention, 22% Intervention, 22% On Watch, and 22% At/Above Benchmark Kindergarten Fall Early Literacy (English): 10% Urgent Intervention, 14% Intervention, 24% On Watch, and 53% At/Above Benchmark Kindergarten Winter Early Literacy (English): 18% Urgent Intervention, 27% Intervention, 10% On Watch, and 45% At/Above Benchmark Kindergarten Fall Early Literacy (Spanish): 9% Urgent Intervention, 14% Intervention, 11% On Watch, and 66% At/Above Benchmark Kindergarten Winter Early Literacy (Spanish): 13% Urgent Intervention, 19% Intervention, 13% On Watch, and 56% At/Above Benchmark 1st Grade Fall Early Literacy (English): 21% Urgent Intervention, 42% Intervention, 12% On Watch, and 25% At/Above Benchmark 1st Grade Winter Early Literacy (English): 24% Urgent Intervention, 34% Intervention, 16% On Watch, and 26% At/Above Benchmark 1st Grade Fall Early Literacy (Spanish): 25% Urgent Intervention, 16% Intervention, 18% On Watch, and 41% At/Above Benchmark 1st Grade Winter Early Literacy (Spanish): 15% Urgent Intervention, 30% Intervention,		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	15% On Watch, and 39% At/Above Benchmark

2nd Grade Fall Early Literacy (English): 39% Urgent Intervention, 22% Intervention, 15% On Watch, and 24% At/Above Benchmark
2nd Grade Winter Early Literacy (English): 32% Urgent Intervention, 32% Intervention, 18% On Watch, and 18% At/Above Benchmark
2nd Grade Fall Early Literacy (Spanish): 7% Urgent Intervention, 24% Intervention, 15% On Watch, and 54% At/Above Benchmark
2nd Grade Winter Early Literacy (Spanish): 7% Urgent Intervention, 17% Intervention, 22% On Watch, and 54% At/Above Benchmark

3rd Grade Reading Fall (English): 26% Urgent Intervention, 32% Intervention, 10% On Watch, and 32% At/Above Benchmark
3rd Grade Reading Winter (English): 28% Urgent Intervention, 33% Intervention, 19% On Watch, and 21% At/Above Benchmark
3rd Grade Reading Fall (Spanish): 33% Urgent Intervention, 24% Intervention, 12% On Watch, and 30% At/Above Benchmark
3rd Grade Reading Winter (Spanish): 38% Urgent Intervention, 19% Intervention, 6% On Watch, and 38% At/Above Benchmark

4th Grade Reading Fall (English): 24% Urgent Intervention, 29% | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Intervention, 16% On Watch, and 31% At/Above Benchmark 4th Grade Reading Winter (English): 25% Urgent Intervention, 23% Intervention, 17% On Watch, and 34% At/Above Benchmark 4th Grade Reading Fall (Spanish): 34% Urgent Intervention, 31% Intervention, 3% On Watch, and 31% At/Above Benchmark 4th Grade Reading Winter (Spanish): 17% Urgent Intervention, 24% Intervention, 7% On Watch, and 52% At/Above Benchmark 5th Grade Reading Fall (English): 20% Urgent Intervention, 25% Intervention, 18% On Watch, and 37% At/Above Benchmark 5th Grade Reading Winter (English): 14% Urgent Intervention, 25% Intervention, 16% On Watch, and 45% At/Above Benchmark 5th Grade Reading Fall (Spanish): 39% Urgent Intervention, 19% Intervention, 10% On Watch, and 32% At/Above Benchmark 5th Grade Reading Winter (Spanish): 30% Urgent Intervention, 27% Intervention, 7% On Watch, and 37% At/Above Benchmark The data below indicates progress from the district STAR Math assessment. 1st Grade Fall Math (English): 36% Urgent Intervention, 29%		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Intervention, 12% On Watch, and 23% At/Above Benchmark 1st Grade Winter Math (English): 22% Urgent Intervention, 42% Intervention, 19% On Watch, and 17% At/Above Benchmark 1st Grade Fall Math (Spanish): 7% Urgent Intervention, 18% Intervention, 25% On Watch, and 50% At/Above Benchmark 1st Grade Winter Math (Spanish): 7% Urgent Intervention, 15% Intervention, 22% On Watch, and 57% At/Above Benchmark 2nd Grade Fall Math (English): 28% Urgent Intervention, 28% Intervention, 18% On Watch, and 25% At/Above Benchmark 2nd Grade Winter Math (English): 32% Urgent Intervention, 29% Intervention, 19% On Watch, and 20% At/Above Benchmark 2nd Grade Fall Math (Spanish): 15% Urgent Intervention, 15% Intervention, 39% On Watch, and 32% At/Above Benchmark 2nd Grade Winter Math (Spanish): 15% Urgent Intervention, 17% Intervention, 27% On Watch, and 41% At/Above Benchmark 3rd Grade Fall Math (English): 26% Urgent Intervention, 23% Intervention, 25% On Watch, and 26% At/Above Benchmark 3rd Grade Winter Math (English): 22% Urgent Intervention, 31% Intervention, 19% On Watch, and 28% At/Above Benchmark		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	3rd Grade Fall Math (Spanish): 6% Urgent Intervention, 18% Intervention, 27% On Watch, and 48% At/Above Benchmark 3rd Grade Winter Math (Spanish): 19% Urgent Intervention, 19% Intervention, 16% On Watch, and 47% At/Above Benchmark 4th Grade Fall Math (English): 21% Urgent Intervention, 22% Intervention, 21% On Watch, and 35% At/Above Benchmark 4th Grade Winter Math (English): 15% Urgent Intervention, 24% Intervention, 21% On Watch, and 40% At/Above Benchmark 4th Grade Fall Math (Spanish): 17% Urgent Intervention, 14% Intervention, 21% On Watch, and 48% At/Above Benchmark 4th Grade Winter Math (Spanish): 0% Urgent Intervention, 14% Intervention, 17% On Watch, and 69% At/Above Benchmark 5th Grade Fall Math (English): 23% Urgent Intervention, 21% Intervention, 13% On Watch, and 44% At/Above Benchmark 5th Grade Winter Math (English): 16% Urgent Intervention, 12% Intervention, 21% On Watch, and 51% At/Above Benchmark 5th Grade Fall Math (Spanish): 13% Urgent Intervention, 3% Intervention, 16% On Watch, and 68% At/Above Benchmark 5th Grade Winter Math (Spanish): 6% Urgent Intervention, 13%		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Intervention, 10% On Watch, and 71% At/Above Benchmark		
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.	Each grade level at Vista Del Monte Elementary School attended at least one field trip throughout the school year to help extend student learning beyond the classroom. Field trips were determined by each grade level and submitted to the principal for approval. Vista Del Monte worked closely with the district's expanded learning opportunity program to provide opportunities for student intervention, such as tutoring in math and language arts, and for enrichment opportunities for topics such as art, video production and editing, robotics, drone soccer, soccer, game club, and Early Act Student Leadership. Think Together continues to partner with the school and district to provide an academic and enriching after-school program for students.	Classified extra duty to support students after school 2000-2999: Classified Personnel Salaries Title I 2,000 Student enrichment such as, but not limited to fieldtrips. 5700-5799: Transfers Of Direct Costs LCFF 4,000	Classified extra duty to support students after school 2000-2999: Classified Personnel Salaries Title I 1,000 Student enrichment such as, but not limited to fieldtrips. 5700-5799: Transfers Of Direct Costs LCFF 2000
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	Vista del Monte purchased Lexia, Raz Plus, Happy Numbers to support students with literacy and math. Lexia provides personalized, adaptive support in reading for students. This program only	Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 8,000	Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 8,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
engagement. The online software purchases could include, but not limited to: Book Creator and Reading Plus.	requires 15 minutes of daily usage to meet the minimum program indicators to see growth. Teachers implementing the use of Lexia are able to use this as a station for students to work independently when working with small groups for guided reading. Overall, students showed a 7% growth in moving into In or Above Grade Level Material. Raz Plus was purchased to support the need for Spanish decodables for our Dual Immersion students. The Spanish decodable text access has allowed the classes to access Spanish materials to be used for guided reading small groups during designated ELD and during the Spanish Language Arts blocks. Happy Numbers was purchased to support student math progress and allows students to work independently. Based on the usage reports, all classes have accessed the program.		
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	The 5.75 bilingual paraprofessional supports academic needs in 1st, 2nd, and 3rd grade classrooms. Their support allows the teacher to engage students in small group instruction as well as assist with designated ELD time. Likewise, the paraprofessional assists with state testing such as the ELPAC for	Salaries and Benefits classified Bilingual Aide 2000-2999: Classified Personnel Salaries Title I 15,657	Salaries and Benefits classified Bilingual Aide 2000-2999: Classified Personnel Salaries Title I 15,657
		Salaries and Benefits classified Bilingual Aide	Salaries and Benefits classified Bilingual Aide

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
paraprofessional will provide support under the direction of the certificated teacher.	English Learners, and with recess supervision to ensure student safety.	2000-2999: Classified Personnel Salaries LCFF 17,043	2000-2999: Classified Personnel Salaries LCFF 17,043
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.	Vista Del Monte worked closely with the district's expanded learning opportunity program to provide opportunities for student intervention, such as tutoring in math and language arts, and for enrichment opportunities for topics such as art, video production and editing, robotics, drone soccer, soccer, game club, and Early Act Student Leadership. Think Together continues to partner with the school and district to provide an academic and enriching after-school program for students.	Salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 6,000 Salaries and benefits for extra duty to provide after school support for students 2000-2999: Classified Personnel Salaries Title I 2,000	Salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 6,000 Salaries and benefits for extra duty to provide after school support for students 2000-2999: Classified Personnel Salaries Title I 2,000
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.	Allocating funds for school supplies and necessary instructional items at Vista del Monte Elementary School proved effective in maintaining a functional and well-equipped learning environment. By maintaining essential tools such as document cameras, student Chromebooks, headphones, and printers, classrooms were better prepared to support daily instruction. These resources enabled teachers to deliver engaging, technology-integrated lessons across all subject areas, helping to meet diverse student needs. As a result, students had consistent access to the materials required for learning, which	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). 4000-4999: Books And Supplies LCFF	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). 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	supported academic growth and improved performance as reflected in assessment data. Overall, the strategic use of funds ensured that both educators and students were equipped with the tools necessary for success.	19,272	17,000
		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). 4000-4999: Books And Supplies Title I 7,695	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). 4000-4999: Books And Supplies Title I 7,500
		Vista del Monte will provide necessary materials to support student literacy and intervention. 4000-4999: Books And Supplies Title I 800	Vista del Monte will provide necessary materials to support student literacy and intervention. 4000-4999: Books And Supplies Title I 300
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.	Three teachers attended the California Association of Bilingual Educators (CABE) conference this school year. The selected teachers were teachers that have not attended before. This professional development opportunity allowed teachers to attend various daily workshop sessions tailored to various grade levels and themes, including early education,	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	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 3,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	biliteracy, dual language immersion, special education, literacy, and leadership. Sessions focus on cutting-edge, research-based strategies for working with emergent bilingual and multilingual learners. Opportunities for collaboration through panels, discussions, and interactive workshops focused on shared challenges and solutions in bilingual education. The teachers in attendance then shared their workshop session takeaways and resources with the Vista del Monte Dual Immersion Program Department. Multiple teachers also attended literacy workshops with the Riverside County Office of Education.	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 2,000	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 1,000
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.	Last school year, Vista del Monte (VDM) recognized the need for structured intervention and curriculum for our Dual Immersion Program students. Therefore, VDM moved our Reading Intervention Teacher (who has her BCLAD) into a full-sized classroom to support Dual Immersion students. In addition, VDM hired a Paraprofessional III under the guidance of our Reading Intervention Teacher to provide small group intervention instruction to our students in the Traditional	Classified salary and benefits 2000-2999: Classified Personnel Salaries LCFF 47,327 Classified salary and benefits 2000-2999: Classified Personnel Salaries Title I 50,140	Classified salary and benefits 2000-2999: Classified Personnel Salaries LCFF 47,327 Classified salary and benefits 2000-2999: Classified Personnel Salaries Title I 50,140

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	program. The Dual Immersion Intervention utilizes the SILA Spanish materials, while the Traditional Program Intervention utilizes UFLI for instructional materials. Student data is used for student entry and exit from the intervention program.		
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.	This school year, Vista del Monte implemented a site Literacy Team and developed a site Literacy Plan. The Literacy Coach is a participating member of the team. With the addition of a Literacy Coach this school year, VDM implemented the Site Literacy Plan, identifying the following focus areas: Leadership, Universal Literacy Instruction, Assessment and Data-Based Decision Making, Literacy Intervention, and Community/Family Involvement. The Literacy Coach developed Lexia resources for teachers to access for small group instruction, implements reading intervention for students in grades 4th-5th, and supports the TK/K Raising a Reader Program and printing student achievement certificates in Lexia.	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. None Specified None Specified 0	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. None Specified None Specified 0
After School Academic Tutoring For English Language Learners	Approximately 44% of Vista del Monte Elementary School students are identified as English Language Learners. Based on the 2023 CA School Dashboard results, VDM	Provide teacher extra duty to offer after school academic tutoring for English Language Learners 1000-1999: Certificated Personnel Salaries	Provide teacher extra duty to offer after school academic tutoring for English Language Learners 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	EL students are performing 65.7 points below standard in English-Language Arts (ELA) and 66.6 points below standard in mathematics. This year, VDM targeted ELL students with lower overall performance levels as indicated in Ellevation to provide academic intervention after school twice a week by three instructors. VDM started this in January and will have completed two cycles of intervention by the end of this school year. Two teachers and one paraprofessional provided reading intervention support to 30 students in the first cycle and are servicing a similar amount of students for the second cycle.	Title I 6,000	Title I 5,000

Analysis

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

During the 2024–2025 school year, Vista del Monte Elementary School implemented a multi-pronged approach to improving student achievement by focusing on professional development, data-driven instruction, and targeted intervention. Teachers engaged in a comprehensive professional learning program, participating in multiple professional development and planning sessions facilitated by site administrators and district Teachers on Special Assignment (TOSAs). Through eight district-provided action planning days and one site-funded day, each grade level collaborated with the principal and TOSAs to analyze student data, identify instructional strengths and challenges, and develop instructional and Professional Learning Community (PLC) agreements. These plans included timelines for instructional cycles and emphasized the integration of Universal Design for Learning (UDL) strategies to meet diverse student needs. The follow-up sessions were instrumental in allowing teams to monitor progress and adjust instructional approaches based on ongoing data analysis.

The principal further supported the site's instructional efforts through active engagement in UDL consultation and implementation. Attending a district-led UDL planning consultation and participating in two UDL classroom walkthroughs with the consultant allowed the principal to provide feedback and coaching aligned with UDL principles. This process ensured that grade-level teams could reflect on their instructional practices and maintain consistency with agreed-upon UDL guidelines.

The school also expanded opportunities for professional learning through external conferences and focused literacy development. Three teachers attended the California Association for Bilingual Education (CABE) conference, where they participated in sessions tailored to dual language, biliteracy, special education, and

leadership. These teachers shared key takeaways with the broader dual immersion team, enriching school-wide instructional practices. Additionally, six teachers took part in a structured book study of "7 Mighty Moves" and "Big Words for Young Readers", facilitated by the TOSAs. These sessions encouraged educators to engage in reflective practice, applying evidence-based literacy strategies to their daily instruction.

To further support foundational literacy, the school provided release time for TK, Kindergarten, and 2nd-grade Dual Immersion teachers to plan phonics and phonemic awareness instruction with TOSAs. In parallel, staff participated in targeted professional development on equitable practices, Lexia literacy data analysis, Accentos, phonics instruction, and designated English Language Development (ELD), ensuring alignment with best practices.

The school's intervention efforts focused on addressing gaps identified in both SBAC and STAR assessment data. SBAC results revealed mixed progress across grade levels, with some growth in students meeting standards, particularly in 5th grade math. STAR Early Literacy and Reading assessments showed notable gains, especially in Spanish-language benchmarks across grade levels, with a reduction in urgent intervention needs in several grades. Math data also indicated progress in both English and Spanish assessments, with most grades showing an increase in students performing at or above benchmark levels.

In addition to academic instruction, Vista del Monte leveraged expanded learning opportunities through district partnerships and programs like Think Together. These programs offered academic support and enrichment activities such as robotics, art, leadership, and tutoring, which broadened student engagement and reinforced academic skills outside of regular instructional time.

Strategic online resource investments also played a role in supporting implementation. The school purchased Lexia, Raz Plus, and Happy Numbers to support literacy and math instruction. Lexia was especially effective, with students showing a 7% gain in reading proficiency, while Raz Plus provided much-needed Spanish decodables for dual immersion classrooms. Happy Numbers facilitated independent math practice across classrooms. To support small group instruction and intervention, Vista del Monte also employed a 5.75 bilingual paraprofessional and a Paraprofessional III to assist in both the traditional and dual immersion programs under the guidance of the Reading Intervention Teacher.

Recognizing the need for differentiated support for English Language Learners, who make up approximately 44% of the student population, the school implemented two after-school academic intervention cycles targeting ELL students performing below standard. Utilizing Ellevation data, students were grouped for focused reading intervention, provided by two teachers and one paraprofessional, supporting around 30 students per cycle. These efforts directly addressed significant performance gaps identified in the CA School Dashboard, where ELL students were performing over 65 points below standard in both ELA and math.

Lastly, teachers participated in literacy workshops through the Riverside County Office of Education (RCOE), and all grade levels coordinated at least one educational field trip, expanding student learning beyond the classroom. The allocation of funds for essential classroom technology and instructional supplies ensured that students and teachers were well-equipped to meet learning objectives.

Overall, the strategies implemented at Vista del Monte were comprehensive, intentional, and aligned with the articulated goals for student achievement. Although continued efforts are needed, the combination of professional development, data-informed instruction, targeted interventions, and resource allocation contributed to progress in student outcomes.

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

It was recognized that the strategy of activities, enrichment and intervention for students were funded by the Expanded Learning Opportunity Program. Therefore, less funding can be allocated in this area.

Likewise, Staff Professional Development opportunities provided by the district are held after school and funded by the district.

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.

Based on the 2024 assessment data and program implementation review, Vista del Monte will revise its academic achievement goal to more intentionally address areas of need in both ELA and Math. While the original goal aimed to improve overall academic performance, the revised goal emphasizes improving instructional quality, increasing access to targeted interventions, and ensuring the effective use of instructional tools.

Assessment results highlighted declines in performance across multiple grade levels, with increased percentages of students in the "Not Met" and "Nearly Met" categories on SBAC, as well as lower benchmark performance on STAR assessments in both reading and math. Additionally, while digital tools such as Lexia, Raz Plus, and Happy Numbers were implemented to support instruction, the Vista del Monte will actively review data usage, student progress to determine effectiveness and whether continued purchase is appropriate.

In response, the SPSA will reflect changes to outcomes and strategies. Annual targets will be adjusted to focus on reducing the percentage of students not meeting standards and increasing those at or above benchmark. Structured action planning days will be enhanced, and all teachers will be supported with SMART goal templates to improve instructional alignment. Professional development and planning opportunities will be expanded to include both Dual Immersion and Traditional program teachers. The site will also continue its literacy team collaboration, intervention support during the school day, and the use of student data through regular data chats.

The limited support staff will be addressed through more structured routines, continued staffing evaluations, and a strategic master schedule for Vista del Monte to provide intentional, detailed blocks for targeted instruction. Finally, the school will maintain enrichment opportunities for students and work to align coaching and professional learning to meet the specific instructional needs of all educators.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 - 112
School Connectedness via Panorama Family Climate Survey All Hispanic (Hisp) African American (AA) White Students with Disabilities (SWD)	School Connectedness via Panorama Family Climate Survey All- 95% Hispanic (Hisp) - 75% African American (AA) - 100% White - 100% SWD - 100%	School Connectedness via Panorama Family Climate Survey All- 95% Hispanic (Hisp) - 97% African American (AA) - 97% White - 94% SWD - 96%
School Connectedness via Panorama Student Climate Survey All Hispanic (Hisp) African American (AA) White Students with Disabilities (SWD)	School Connectedness via Panorama Student Climate Survey All- 80 % Hispanic (Hisp) - 75% African American (AA) - 100% White - 100% SWD - 100%	School Connectedness via Panorama Student Climate Survey All - 62% Hispanic (Hisp) - 63% African American (AA) - 54% White - 47% SWD - 62%
Climate of Support for Academic Learning via Panorama Family Survey All Hispanic (Hisp) African American (AA) White Students with Disabilities (SWD)	Climate of Support for Academic Learning via Panorama Family All - 99% Hispanic (Hisp) - 90% African American (AA) - 100% White - 100% SWD - 100%	Climate of Support for Academic Learning via Panorama Family Survey All- 93% Hispanic (Hisp) - 95% African American (AA) - 90% White - 82% SWD - 85%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Climate of Support for Academic Learning via Panorama Student Survey All Hispanic (Hisp) African American (AA) White Students with Disabilities (SWD)	Climate of Support for Academic Learning via Panorama Student Survey All - 99% Hispanic (Hisp) - 90% African American (AA) - 100% White - 100% SWD - 100%	Climate of Support for Academic Learning via Panorama Student Survey All- 76% Hispanic (Hisp)- 77% African American (AA)- 78% White- 69% Students with Disabilities (SWD)- 70%
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
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.	VDM exited from ATSI due to improvements in Chronic Absenteeism. VDM's Attendance Team worked closely with the targeted student population to ensure attendance was monitored regularly and resources were provided.	Materials and supplies for community events to increase parent engagement. 4000-4999: Books And Supplies LCFF 2,000	Materials and supplies for community events to increase parent engagement. 4000-4999: Books And Supplies LCFF 1,200
		Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000	Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	These parent informational meetings—including ELAC, SSC, SART, SSTs, Title I, parent conferences, and parent workshops—are essential for keeping families informed about student progress in language acquisition, attendance, and academic achievement. Meetings are conducted as required and consistently scheduled throughout the year. Their effectiveness is demonstrated through strong parent attendance and positive feedback as indicated by results from the Panorama Survey.	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 1,499	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 1,000
		Certificated extra duty to support holding parent workshops and/or parent meetings outside of work hours. 1000-1999: Certificated Personnel Salaries Title I 1,000	Certificated extra duty to support holding parent workshops and/or parent meetings outside of work hours. 1000-1999: Certificated Personnel Salaries Title I 1,000
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.	PTA-sponsored events and family engagement nights at Vista del Monte Elementary School have proven to be effective in strengthening the connection between families and the school community. By collaborating with the PTA and the PSUSD Family Engagement Center, these events foster meaningful relationships, promote a welcoming environment, and encourage active participation. Each family night has approximately 150 to 200 in attendance. This increased engagement has a positive impact on families' sense of connection to the school, as reflected in Panorama Survey results. The Panorama survey indicates that 95% of families are favorable to	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,214	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,100
		Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries LCFF 3,000	Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries LCFF 3,000
		Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies Title I 1,000	Materials and supplies for community events to increase parent engagement 4000-4999: Books And Supplies Title I 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	the sense of belonging (school connectedness). VDM currently has 50 PTA members.		
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.	The Panorama survey indicates that 95% of families are favorable to the sense of belonging (school connectedness). VDM currently has 50 PTA members.	N/A None Specified None Specified 0	N/A None Specified None Specified 0
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 established their Early Act club to build student leadership skills and establish student leadership presence on campus. The Early Act club has implemented school-wide spirit weeks, supported the Book Fair and school dance, and has done two community service projects this school year.	N/A None Specified None Specified 0	N/A None Specified None Specified 0
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.	Vista Del Monte implemented Saturday school three times this school year. there was a minimum of two teachers during each Saturday school and an administrator present. Student attendance ranged between 25 to 45 students throughout each Saturday school to help recover student attendance.	Staff extra duty to facilitate Saturday School classes 1000-1999: Certificated Personnel Salaries LCFF 2,600	Staff extra duty to facilitate Saturday School classes 1000-1999: Certificated Personnel Salaries LCFF 0

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 (VDM) has demonstrated a comprehensive and targeted approach to improving student outcomes, family engagement, and school climate, resulting in measurable success. The school successfully exited ATSI status due to notable improvements in chronic absenteeism, a direct result of the proactive efforts of the Attendance Team. This team effectively monitored attendance, engaged with targeted student populations, and provided necessary resources to support student needs.

VDM has prioritized family engagement through consistent and well-attended parent informational meetings such as ELAC, SSC, SART, SSTs, Title I, parent conferences, and workshops. These meetings serve as key platforms for informing families about student progress in areas including language acquisition, attendance, and academics. Their regular implementation and strong participation—evidenced by positive Panorama Survey results—reflect their success in strengthening school-family communication.

VDM held family events throughout the school year such as Back to School Night, Hispanic Heritage Month performance assemblies, Dia de Los Muertos Altar open viewing, participation in National Walk to School Day, Family Winter Literacy Night, Family Spring Math Night, Power of Reading Parent Workshops during Parent Teacher Conference Week, School Dances, Book Fair, participation in the Palm Springs High School Homecoming Parade, participation in the City of Palm Springs Black History Month Parade, Coffee with the Principal in the mornings, Winter Concert Performances, Changels Choir Performances, Talent Show, VDM Track Meet, VDM Science Fair, VDM Spelling Bee, Baile Folkorico Performances, Dual Immersion Parent Information Nights, Seal of Biliteracy Parent Information Nights, TK/K Promotion Ceremonies, and 5th Grade Promotion Ceremonies.

Collaborative events organized in partnership with the PTA and the PSUSD Family Engagement Center, such as family engagement nights, have also proven to be effective. With 150–200 attendees per event, these gatherings foster meaningful relationships and create a welcoming environment that supports parent involvement. The high level of engagement has contributed to a strong sense of school connectedness, with 95% of families reporting a favorable sense of belonging according to Panorama data.

Student leadership development has been supported through the Early Act club, which has had a visible and positive presence on campus. Their organization of spirit weeks, support of school events, and completion of community service projects contribute to student empowerment and school pride.

To further support attendance recovery, VDM implemented Saturday School on three occasions, with strong staff support and moderate student participation (25–45 students per session). This initiative reflects the school's commitment to providing additional opportunities for students to recover lost instructional time.

Overall, the implementation of these strategies and activities has been consistent, intentional, and data-driven. The effectiveness is evidenced by VDM's exit from ATSI, strong parent survey results, growing PTA membership, active student leadership, and improved attendance interventions. These outcomes reflect a school community that is deeply committed to continuous improvement and student success.

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

Parent participation expenditures were less than anticipated. The funds that remained were used to support the purchase of additional supplemental reading materials to be able to send home for future parent workshops.

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.

As a result of ongoing data analysis and feedback from families and staff, Vista del Monte Elementary School will implement adjustments to the Parent Engagement goal, including refined strategies, updated metrics, and enhancements to existing activities to better meet the needs of our school community.

To address the persistent challenge of low parent participation in ELAC, the school will modify outreach and scheduling practices. Families have communicated that the current after-school meeting times conflict with other responsibilities, such as picking up children from different school sites. In response, VDM will offer hybrid or virtual ELAC meetings and conduct a survey to determine families' preferred meeting times and formats. Bilingual outreach efforts will be increased, and staff will continue providing personal invitations to families to ensure they feel welcomed and valued in participating. Likewise, targeted outreach to PTA members will also be considered.

While VDM currently has 50 PTA members, there is a need to increase participation in the planning and implementation of school-wide events. To build on the strong attendance at PTA-sponsored events and family engagement nights, the school will collaborate with the PTA and the site's Family and Community Engagement Specialist to create smaller planning committees and broaden outreach for event planning volunteers. Communication strategies will be enhanced to highlight these planning opportunities and invite parents to take leadership roles in event organization.

To more accurately track engagement efforts, VDM will introduce new metrics under the annual measurable outcomes: ELAC meeting attendance and the number of PTA members involved in event planning. Monitoring these metrics will help evaluate the effectiveness of the revised strategies and identify additional areas for support.

In response to a 3% decrease in students' reported sense of belonging Early Act implementation will begin earlier in the school year. This early launch will include leadership training and integration of Early Act into school-wide events and initiatives. The intent is to strengthen student voice and connection to school.

Additionally, VDM will continue implementing Saturday School to support attendance recovery but will improve its structure and appeal. Although approximately 50% of confirmed students attended, efforts will now focus on increasing attendance by offering engaging, academically enriching activities and aligning Saturday School with student interests. Activities will include STEAM-based learning, project-based lessons, and incentives to motivate participation. These enhancements will be noted in the Attendance Improvement Strategies section.

Together, these adjustments aim to strengthen family and student engagement, support positive attendance trends, and promote a stronger sense of school connectedness across the VDM community. These changes will be captured in the Family and Community Engagement Activities section of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 Attendance Rates All Students (ALL) Hispanic Students with Disabilities (SWD) White	Student Attendance Rates All Students (ALL) - 94% English Learner (EL) - 96% Hispanic - 94% African American (AA) - 94% Students with Disabilities (SWD) - 94% White - 94%	Student Attendance Rates All Students (ALL) - 92% English Learner (EL) - 93.42% Hispanic - 91.79% African American (AA) - 89.25% Students with Disabilities (SWD) - 89.78% White - 90.83%

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

Expected Outcomes:

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

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	32.4% Chronically Absent	Declined 3
EL	Yellow	25.8% Chronically Absent	Declined 3.3
Hisp	Orange	32.6% Chronically Absent	Declined 1.7
AA	No Performance Color	27.3% Chronically Absent	Declined 37
SED	Orange	32.6% Chronically Absent	Declined 2.9
SWD	Orange	37.5% Chronically Absent	Declined 1.3

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)

Expected Outcomes:

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

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	2.5% suspended at least one day	Increased 0.9%
EL	Orange	1.3% suspended at least one day	Increased 0.8%
Hisp	Orange	2% suspended at least one day	Increased 1.1%
AA	No Performance Color	7.1% suspended at least one day	Maintained 0%
SED	Orange	2.6% suspended at least one day	Increased 1%
SWD	Yellow	7.32% suspended at least one day	Declined 1.8%

Panorama Survey - School Safety Favorable

Family

Students:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
Non-Hispanic
Students with Disabilities (SWD)
White

Expected Outcomes:

Panorama Survey - School Safety Favorable

Family Survey School 96%

Students:
All Students (ALL) - 51%
English Learner (EL) - 56%
Hispanic (Hisp) - 52%
Non-Hispanic - 46%
Students with Disabilities (SWD) - 53%
White - 47%

Actual Outcomes:

Panorama Survey - School Safety Favorable

Family Survey School 94%

Students:
All Students (ALL) - 58%
English Learner (EL) - 54%
Hispanic (Hisp) - 57%
Non-Hispanic - 64%
Students with Disabilities (SWD) - 52%
White - 54%

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

Expected Outcomes:

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

Actual Outcomes:

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

Panorama Survey – School Connectedness

Family

All Students (ALL)

Expected Outcomes:

Panorama Survey - School Connectedness

Family Survey 95%
Hispanic (Hisp) - 95%
White - 100%
Two or More Races/Ethnicities - 94%

Actual Outcomes:

Panorama Survey - School Connectedness

Family Survey 95%
Hispanic (Hisp) - 97%
White - 94%
Two or More Races/Ethnicities - N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD) -	Students: All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - NA Non-Hispanic - 62% Students with Disabilities (SWD) - 75% White - 71%	Black or African American - 97% Students: All Students (ALL) - 62% English Learner (EL) - 64% Hispanic (Hisp) - 63% African American (AA) - 54% Non-Hispanic - 55% Students with Disabilities (SWD) - 62% White - 47%
Suspension Rates All Students (ALL) Hispanic (Hisp) African American (AA) White	Suspension Rates All Students (ALL) - 5 Hispanic (Hisp) - 2 African American (AA) - 0 White - 3	Suspension Rates All Students (ALL) - 4.193% Hispanic (Hisp) - 20 African American (AA) - 6 Multiple Races - 7
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Compliance	Williams Facilities Inspection Results - 100% Compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Funding Physical Education (PE) to update all physical education equipment is effective because it directly supports student safety by ensuring that all equipment meets current safety standards and is in proper working condition. By investing in well-maintained resources, VDM creates a safer environment where students can fully participate in physical activities with reduced risk,	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 1,300	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 800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	promoting not only their physical well-being but also their confidence and engagement in PE programs. Based on the Panorama survey results, safety increased 7% as favorable.

Funding necessary materials for a school counselor is effective because it equips them with the tools and resources needed to provide meaningful support for students' social-emotional needs. Access to materials such as fidget tools, calming resources, and social-emotional text enhances the counselor's ability to deliver targeted interventions, foster emotional resilience, and support students in managing stress, relationships, and mental health. This investment not only promotes student well-being but also positively impacts academic success and the overall school climate. Based on the Panorama survey results, 80% of students responded favorably to adults encouraging them to work hard so they can be successful. | | |
| 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. | VDM meets with the supervision aides once a month for their regular staff meeting. In addition, VDM partners with the district Behavior Team to provide professional development once a month for the supervision aides to | playground supervision before school and lunch.
2000-2999: Classified Personnel Salaries
LCFF
53,924 | playground supervision before school and lunch.
2000-2999: Classified Personnel Salaries
LCFF
53,924 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	build their knowledge and training with positive behavior interventions. All supervision aides have access to the Positive Behavior Intervention Support (PBIS) Rewards app to acknowledge positive student behaviors. Based on the Panorama survey results, safety increased 7% as favorable.		
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.	VDM exited from ATSI due to improvements in Chronic Absenteeism. VDM's Attendance Team worked closely with the targeted student population to ensure attendance was monitored regularly and resources were provided.	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1,000	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1,000
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,	The other means of correction supports students that have additional needs and require the opportunity to learn from their mistakes. This offering has been effective and further connects students with another trusted adult on campus.	N/A None Specified None Specified 0	N/A None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and the teaching of appropriate behaviors. Workshop will be provided by a staff member who has been trained in Restorative Practices.			
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.	All students and staff are connected on PBIS Rewards. Students have the opportunity to save their points and redeem for prizes at different point values. VDM's Family and Community Engagement Specialist fulfills student prizes/rewards twice a week and has rewarded over 200 student prizes.	Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system. 4000-4999: Books And Supplies LCFF 2,500	Vista del Monte will be purchasing a schoolwide Positive Behavior Intervention Supports management system. 4000-4999: Books And Supplies LCFF 2,500

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 has implemented a range of strategies to support a safe and healthy learning environment, with a focus on physical safety, social-emotional wellness, and positive behavior supports. Overall, the implementation of these activities has been effective, as evidenced by improved student perceptions of safety and engagement reported through Panorama survey data and positive trends in school-wide metrics such as chronic absenteeism.

One key strategy has been the investment in updating Physical Education (PE) equipment. This effort directly supported student safety by ensuring all materials are up to date and meet safety standards. With improved access to quality equipment, students are better able to engage in physical activities in a secure environment, which contributed to a 7% increase in positive responses related to school safety on the Panorama survey.

Another noted approach was strengthening the role of supervision aides. VDM holds regular monthly meetings with supervision aides and partners with the district Behavior Team to provide monthly professional development focused on Positive Behavior Intervention and Supports (PBIS). All aides utilize the PBIS Rewards app to consistently acknowledge and reinforce positive student behavior. These efforts have helped build a safer and more supportive campus culture, as reflected by the same 7% increase in student-reported safety.
VDM also prioritized students' social-emotional development by funding necessary materials for the school counselor. These tools—such as fidget items, calming kits, and SEL-focused literature—enhanced the counselor's ability to deliver targeted support, reduce student stress, and promote emotional regulation. According to Panorama survey results, 80% of students agreed that adults encourage them to work hard, showing a strong connection between SEL supports and student motivation.

The site also successfully exited from ATSI status due to a decrease in chronic absenteeism. The Attendance Team played a critical role in this outcome by closely monitoring attendance trends and ensuring students and families received timely support and resources.
Restorative practices, such as the use of other means of correction, provided students with an opportunity to reflect and learn from their mistakes while strengthening connections with trusted adults. This approach supported student growth and accountability in a non-punitive, relationship-based manner.

Finally, the PBIS Rewards system has been widely implemented, with all students and staff participating. Students earn points for positive behavior and redeem them for prizes, which are distributed twice a week by the Family and Community Engagement Specialist. Over 200 rewards have been distributed, reinforcing a culture of recognition and motivation.

Collectively, these strategies have effectively supported VDM's goal of cultivating a safe, inclusive, and healthy learning environment. The school's commitment to consistent implementation, staff training, and student engagement has resulted in measurable improvements and a stronger school climate.

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

Despite increased funding for supervision aides and expanded professional development efforts, suspension rates at Vista del Monte rose from 1.512% to 4.193%, indicating that these strategies have not yet yielded the desired impact on student behavior.

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.

To address recent challenges and maintain progress toward achieving a safe and healthy learning environment, Vista del Monte will make several key adjustments to its current goals and strategies:

Suspension Rate Response- Due to an increase in the suspension rate, Vista del Monte will continue to implement and refine its "other means of correction" approach, which offers students restorative opportunities to learn from behavior incidents and build connections with trusted adults. VDM will also implement targeted behavioral interventions, restorative practices, and more robust data monitoring to address root causes and reduce suspensions. These practices will be monitored and reinforced to reduce future suspensions.

Supervision Aide Monitoring- The school will continue to provide explicit and timely feedback to supervision aides to improve performance and ensure effective support during non-classroom times. The effectiveness of additional supervision aides will be closely monitored throughout the 2025–2026 school year to determine the viability of ongoing funding.

Discontinuation of ATSI Activity- As Vista del Monte has exited ATSI designation, specific ATSI-related activities will be discontinued. However, the Attendance Improvement Plan will remain in place to support ongoing efforts to reduce chronic absenteeism and strengthen student engagement.

Social-Emotional and School Climate Support- In response to a 10% decrease in favorable student responses regarding happiness at school (as indicated by the Panorama survey), VDM will continue to expand access to extracurricular activities and initiatives that foster positive peer relationships and a sense of belonging across campus.

These changes reflect a strategic focus on reinforcing student supports, improving staff effectiveness, and strengthening school connectedness to promote a safer, healthier, and more inclusive environment for all students.

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-

By June 2026, Vista del Monte Elementary School will increase the Reclassification rate of EL students by 2.5% as measured by STAR Reading Assessment and Interim ELPAC data.
Note: EL SMART goal(s) must address EL results for one or more of the following: CAASPP ELA for ELs, ELPI (ELPAC), Reclassification Rate
English Language Learners continue to perform below their other sub-groups in both ELA and Math.

The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2024 CA School Dashboard results, our EL students are performing 62.4 points below standard in English-Language Arts (ELA) and 56.4 points below standard in mathematics. During the 2024-2025 school year, site administrators completed class visits focused on identifying practices to support English Language Learners during Integrated English Language Development (ELD). Evidently, there are areas of growth for supporting our EL students.

 In Goal 1 of 2025-2026 plan, Vista del Monte will address this (English Language Learners) need through the following actions:
-The site Teachers on Special Assignment (TOSAs) provided by the school district will be bilingual to assist in supporting students in the dual immersion program and English Language Learners
-The site Teachers on Special Assignment (TOSAs) 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 reading intervention support and be able to identify the EL students to implement evidence-based EL strategies
  * After School interventions will 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 Development
-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 scheduled release days 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 started 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 ELPAC Interim Assessment for writing within the month of February
-Grades 3rd-5th English Language Learners will be administered the ELPAC Interim Assessment for Speaking between the months of March and April
  * English Language Learners will be administered the Summative ELPAC Assessment between the months of February and May

(2) English-Language Arts-

By June 2026, Vista del Monte Elementary School will demonstrate growth and have 70% of K-5th grade students improve at least one band as measured by the BOY to EOY Reading Screener. *Adjust as needed once we see the screener and bands. For example, if a student is at the bottom of red, it may not be attainable for a student to make growth in a band. Also, if a student is already above and maintain, then growth will not be reflected.

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 62.4 points below standard/Declined 9.3 points (Orange range). 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:

TK Fall Early Literacy (English): 44% Urgent Intervention, 33% Intervention, 11% On Watch, and 11% At/Above Benchmark
TK Winter Early Literacy (English): 44% Urgent Intervention, 11% Intervention, 22% On Watch, and 22% At/Above Benchmark
TK Fall Early Literacy (Spanish): 50% Urgent Intervention, 33% Intervention, 11% On Watch, and 6% At/Above Benchmark
TK Winter Early Literacy (Spanish): 33% Urgent Intervention, 22% Intervention, 22% On Watch, and 22% At/Above Benchmark

Kindergarten Fall Early Literacy (English): 10% Urgent Intervention, 14% Intervention, 24% On Watch, and 53% At/Above Benchmark
Kindergarten Winter Early Literacy (English): 18% Urgent Intervention, 27% Intervention, 10% On Watch, and 45% At/Above Benchmark
Kindergarten Fall Early Literacy (Spanish): 9% Urgent Intervention, 14% Intervention, 11% On Watch, and 66% At/Above Benchmark
Kindergarten Winter Early Literacy (Spanish): 13% Urgent Intervention, 19% Intervention, 13% On Watch, and 56% At/Above Benchmark

1st Grade Fall Early Literacy (English): 21% Urgent Intervention, 42% Intervention, 12% On Watch, and 25% At/Above Benchmark
1st Grade Winter Early Literacy (English): 24% Urgent Intervention, 34% Intervention, 16% On Watch, and 26% At/Above Benchmark
1st Grade Fall Early Literacy (Spanish): 25% Urgent Intervention, 16% Intervention, 18% On Watch, and 41% At/Above Benchmark
1st Grade Winter Early Literacy (Spanish): 15% Urgent Intervention, 30% Intervention, 15% On Watch, and 39% At/Above Benchmark

2nd Grade Fall Early Literacy (English): 39% Urgent Intervention, 22% Intervention, 15% On Watch, and 24% At/Above Benchmark
2nd Grade Winter Early Literacy (English): 32% Urgent Intervention, 32% Intervention, 18% On Watch, and 18% At/Above Benchmark
2nd Grade Fall Early Literacy (Spanish): 7% Urgent Intervention, 24% Intervention, 15% On Watch, and 54% At/Above Benchmark
2nd Grade Winter Early Literacy (Spanish): 7% Urgent Intervention, 17% Intervention, 22% On Watch, and 54% At/Above Benchmark

3rd Grade Reading Fall (English): 26% Urgent Intervention, 32% Intervention, 10% On Watch, and 32% At/Above Benchmark
3rd Grade Reading Winter (English): 28% Urgent Intervention, 33% Intervention, 19% On Watch, and 21% At/Above Benchmark

3rd Grade Reading Fall (Spanish): 33% Urgent Intervention, 24% Intervention, 12% On Watch, and 30% At/Above Benchmark
3rd Grade Reading Winter (Spanish): 38% Urgent Intervention, 19% Intervention, 6% On Watch, and 38% At/Above Benchmark

4th Grade Reading Fall (English): 24% Urgent Intervention, 29% Intervention, 16% On Watch, and 31% At/Above Benchmark
4th Grade Reading Winter (English): 25% Urgent Intervention, 23% Intervention, 17% On Watch, and 34% At/Above Benchmark
4th Grade Reading Fall (Spanish): 34% Urgent Intervention, 31% Intervention, 3% On Watch, and 31% At/Above Benchmark
4th Grade Reading Winter (Spanish): 17% Urgent Intervention, 24% Intervention, 7% On Watch, and 52% At/Above Benchmark

5th Grade Reading Fall (English): 20% Urgent Intervention, 25% Intervention, 18% On Watch, and 37% At/Above Benchmark
5th Grade Reading Winter (English): 14% Urgent Intervention, 25% Intervention, 16% On Watch, and 45% At/Above Benchmark
5th Grade Reading Fall (Spanish): 39% Urgent Intervention, 19% Intervention, 10% On Watch, and 32% At/Above Benchmark
5th Grade Reading Winter (Spanish): 30% Urgent Intervention, 27% Intervention, 7% On Watch, and 37% At/Above Benchmark

 In Goal 1 of 2025-2026 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/SLA 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 ELA
-The Dual Immersion classes will consider utilizing a phonemic awareness program to address student literacy
-The teachers will have scheduled release days 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 started 2024-25) will provide intervention supports for students and coaching teachers best practices to support student literacy and ELD strategies
-Maintain the Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms and provided targeted support
-Maintain Paraprofessional III to support student reading intervention groups in collaboration with the Reading Intervention Specialist and/or Literacy Coach Reading Specialist

(3) Mathematics-

By the end of the 2025-2026 school year, each grade level will reduce the percentage of students scoring urgent intervention by 10%. This goal will be assessed by comparing the percentage of urgent intervention students on the STAR Math BOY assessment to the EOY assessment. Progress will also be monitored using the MOY STAR Math assessment and grade level math SMART goals. Each grade level will implement targeted interventions for urgent intervention students including small group instruction.

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 (Orange range). 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 Math (English): 36% Urgent Intervention, 29% Intervention, 12% On Watch, and 23% At/Above Benchmark
1st Grade Winter Math (English): 22% Urgent Intervention, 42% Intervention, 19% On Watch, and 17% At/Above Benchmark
1st Grade Fall Math (Spanish): 7% Urgent Intervention, 18% Intervention, 25% On Watch, and 50% At/Above Benchmark
1st Grade Winter Math (Spanish): 7% Urgent Intervention, 15% Intervention, 22% On Watch, and 57% At/Above Benchmark

2nd Grade Fall Math (English): 28% Urgent Intervention, 28% Intervention, 18% On Watch, and 25% At/Above Benchmark
2nd Grade Winter Math (English): 32% Urgent Intervention, 29% Intervention, 19% On Watch, and 20% At/Above Benchmark
2nd Grade Fall Math (Spanish): 15% Urgent Intervention, 15% Intervention, 39% On Watch, and 32% At/Above Benchmark
2nd Grade Winter Math (Spanish): 15% Urgent Intervention, 17% Intervention, 27% On Watch, and 41% At/Above Benchmark

3rd Grade Fall Math (English): 26% Urgent Intervention, 23% Intervention, 25% On Watch, and 26% At/Above Benchmark
3rd Grade Winter Math (English): 22% Urgent Intervention, 31% Intervention, 19% On Watch, and 28% At/Above Benchmark
3rd Grade Fall Math (Spanish): 6% Urgent Intervention, 18% Intervention, 27% On Watch, and 48% At/Above Benchmark
3rd Grade Winter Math (Spanish): 19% Urgent Intervention, 19% Intervention, 16% On Watch, and 47% At/Above Benchmark

4th Grade Fall Math (English): 21% Urgent Intervention, 22% Intervention, 21% On Watch, and 35% At/Above Benchmark
4th Grade Winter Math (English): 15% Urgent Intervention, 24% Intervention, 21% On Watch, and 40% At/Above Benchmark
4th Grade Fall Math (Spanish): 17% Urgent Intervention, 14% Intervention, 21% On Watch, and 48% At/Above Benchmark
4th Grade Winter Math (Spanish): 0% Urgent Intervention, 14% Intervention, 17% On Watch, and 69% At/Above Benchmark

5th Grade Fall Math (English): 23% Urgent Intervention, 21% Intervention, 13% On Watch, and 44% At/Above Benchmark
5th Grade Winter Math (English): 16% Urgent Intervention, 12% Intervention, 21% On Watch, and 51% At/Above Benchmark
5th Grade Fall Math (Spanish): 13% Urgent Intervention, 3% Intervention, 16% On Watch, and 68% At/Above Benchmark
5th Grade Winter Math (Spanish): 6% Urgent Intervention, 13% Intervention, 10% On Watch, and 71% At/Above Benchmark

In Goal 1 of 2025-2026 plan, Vista del Monte will address this (Mathematics) need through the following actions:
-The site Teachers on Special Assignment (TOSAs) 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 reading intervention support and be able to identify the EL students to implement evidence-based EL strategies
- After School interventions will provide math support for those who are performing below grade level in math
-The teachers will have scheduled opportunities to engage in professional development that will focus on best practices to support mathematics
-Continue Bilingual Paraprofessional position to 5.75 hours to support small group instruction in the classrooms
-Continue with math action planning days

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard: Academic Indicator for English Language Arts All Students (ALL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All		62.4 points below standard	Declined 9.3 points	All	Yellow	59.4 points below standard	Increase +3 points

Metric/Indicator	Baseline				Expected Outcome			

English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)								

Baseline table 1:

		Orange	
EL	Red	85.9 points below standard	Declined 20.2 points
Hisp	Red	73.2 points below standard	Declined 12.4 points
AA	No Performance Color		Less than 11 Students
SED	Orange	64.6 points below standard	Declined 9.1 points
SWD	No Performance Color	106.8 points below standard	Maintained 2.3 points

Expected Outcome table 1:

EL	Orange	82.9 points below standard	Increase +3 points
Hisp	Orange	70.2 points below standard	Increase +3
AA	No Performance Color	Less than 11 Students	Data not displayed
SED	Yellow	61.6 points below standard	Increase +3
SWD	No Performance Color	Data not displayed	Data not displayed

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

Baseline table 2:

St. Group	Color	DFS/Percentage	Change
All	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) ResultsAll Students (ALL) - ELA - 35.87% Met or Exceeded Standard	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) ResultsAll Students (ALL) - ELA - 38.87% Met or Exceeded Standard	Maintained 0.2 points
EL	Orange	70.4 points below standard	Declined 3.7 points
Hisp	Orange	61.6 points below standard	Maintained 1.7 points
AA	No Performance Color		Less than 11 Students

Expected Outcome table 2:

St. Group	Color	DFS/Percentage	Change
All	Yellow	53.4 points below standard	Increase +3
EL	Yellow	67.4 points below standard	Increase +3
Hisp	Yellow	58.6 points below standard	Increase +3
AA	No Performance Color	Data not displayed	Data not displayed
SED	Yellow	54.6 points below standard	Increase +3
SWD	No performance color	Data not displayed	Data not displayed

Metric/Indicator	Baseline	Expected Outcome

SED	Orange	57.6 points below standard	Maintained 0.1 points		
SWD	No Performance Color	95.7 points below standard	Increased 15.3 points		

Metric/Indicator	Baseline	Expected Outcome
California Science Test - Percent Standard Met or Exceeded	California Science Test - 24% Standard Met or Exceeded	California Science Test - 30.68% Standard Met or Exceeded
California School Dashboard – English Learner Progress Indicator (ELPI)		
Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) Percent Met or Exceeded Standard	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results - All Students (ALL) 27.31% Met or Exceeded Standard	Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results - All Students (ALL) 30.31% Met or Exceeded Standard
Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results All Students (ALL) Percent Met or Exceeded Standard	Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results - All Students (ALL) 23.85% Met or Exceeded Standard	Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results - All Students (ALL) 26.85% Met or Exceeded Standard
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 16.86% Met or Exceeded Standard	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results 19.86% Met or Exceeded Standard
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 8.5%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 10.5%

For the ELPI row:

Baseline:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	56.4 points below standard	3 1.5

Expected Outcome:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	54.4%	Increase +2

Metric/Indicator	Baseline	Expected Outcome
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:

All grade levels will be provided scheduled release days to collaborate with instructional coaches to identify effective math instructional routines, strategies, and plan. Teachers will co-plan and deliver 2 LES lessons per month and analyze summary data during one PLC meeting per month co-facilitated by an instructional coach or administrator.

All grade levels will be provided releases days to collaborate with instructional coaches to identify effective language arts instructional routines, strategies, and plan. Teachers will analyze student data during one PLC meeting per month co-facilitated by an instructional coach or administrator.

Staff will engage in targeted professional development focused on effective instructional strategies, cultural responsiveness, and assessment accommodations to enhance support for English Language Learners, ensuring equitable access to learning opportunities.

All students will have weekly opportunities to engage in Bridges Work Places. The Instructional Coach will provide professional development to TK - 5th grade teachers to support planning, differentiated supports, and ongoing implementation of these math stations.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount

3,163

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	1,000
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.

Strategy/Activity 2

Students will participate in enrichment and intervention opportunities offered by the school, community and school district including, but not limited to, fieldtrips, the Think Together Program, Expanded Learning Opportunities, and enrichment or intervention provided by the school. Effectiveness of this strategy/activity will be measured by Expanded Learning Enrichment and Academic Learning rosters, STAR data, Think Together enrollment rosters, and scheduled fieldtrips.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

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	2,000

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty to support students after school
Amount	1,000
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 instruction, student achievement and enhance student engagement. Effectiveness of this strategy/activity will be measured by software usage and performance data, SBAC data, STAR data, and progress monitoring data.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

District Academic Coach/TOSA, Administration

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses

Strategy/Activity 4

Paraprofessional Bilingual- The site will increase the number of 1st-2nd grade students serviced by funding a paraprofessional bilingual five days a week to support small group intervention instruction with English Learners requiring intervention support. The bilingual paraprofessional will provide support with guidance of the certificated teacher and daily schedule is assigned based on student needs under the direction of site administration. Effectiveness of this strategy/activity will be measured by student STAR Benchmark Data, and progress monitoring data.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Staff

Proposed Expenditures for this Strategy/Activity

Amount	16,788
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and Benefits classified Bilingual Aide
Amount	18,279
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and Benefits classified Bilingual Aide

Strategy/Activity 5

The Master Schedule will allow each grade level to utilize 15 minutes 4 days a week to provide small group math instruction to students scoring at the urgent intervention level. Effectiveness of this strategy/activity will be measured by SBAC scores, STAR Math data, progress monitoring data, agenda minutes, and classroom observations.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers, TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

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. Effectiveness of this strategy/activity will be measured by SBAC scores, STAR Math data, progress monitoring data, agenda minutes, and classroom observations

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	13,272
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	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Vista del Monte will provide supplemental textbooks, workbooks, or instructional materials to support student learning.

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. Effectiveness of this strategy/activity will be measured by the number of staff attending conferences aligned with Tier 1 and Tier 2 VDM focus areas, as well as the timely communication and approval of conference requests by site administrators.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
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	1,000
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

Reading intervention paraprofessional III - The site will increase the number of 1st through 5th grade students serviced four times a week in pull out reading intervention services during small group instruction for students whose data indicate a need for basic reading foundational skill instruction. The paraprofessional III will be funded to work in the reading intervention classroom. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, and progress monitoring data.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	48,747
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salary and benefits
Amount	49,636
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salary and benefits

Strategy/Activity 9

A site based literacy coach will support teachers with implementation of a dedicated small group differentiated instructional block including the analyzation of data, grouping of student, targeted resource, monitoring of progress, and the overall implementation of small group reading. The site based literacy coach may provide direct student literacy intervention support as needed under the discretion of site administration. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, and progress monitoring data.

Students to be Served by this Strategy/Activity

	X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teacher, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Grant funded position. Vista del Monte will utilize the position to provide direct coaching with staff and may may provide direct student literacy intervention support as needed under the discretion of site administration.

Strategy/Activity 10

The site will target English Learner students with lower overall performance levels as indicated in the ELPAC assessments to provide after school reading intervention instruction twice a week. Effectiveness of this strategy/activity will be measured by the ELPAC, SBAC English Language Arts, STAR data, progress monitoring data.

Students to be Served by this Strategy/Activity

	X	English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Certificated extra duty to offer after school academic tutoring for English Language Learners
Amount	2,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty to offer after school academic tutoring for English Language Learners

Strategy/Activity 11

The Master Schedule will align literacy blocks by grade level to allow reading intervention small groups to occur outside of the core language arts instruction across grade levels. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, progress monitoring data, Agenda, and Minutes.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Aligned literacy blocks by grade level to allow reading intervention to occur outside of the core language arts instruction across grade levels.

Strategy/Activity 12

Vista del Monte's master schedule will indicate the protected instructional time for Designated English Language Development (DELD) to target specific needs of English Learners. Effectiveness of this strategy/activity will be measured by the master schedule and student data (SBAC, STAR, progress monitoring).

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2025 - 6/30/2026

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 13

Vista del Monte will provide ongoing professional development for staff on appropriate instructional strategies to support English Learners during Designated English Language Development time and Integrated English Language Development within cross-curricular subject areas. Effectiveness of this strategy/activity will be measured by agenda meeting minutes, and STAR assessments.

Students to be Served by this Strategy/Activity

X	English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

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

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

By June 2026, Vista del Monte Elementary School will increase parent engagement by 10% as measured by participation in school events, parent-teacher conferences, and completion of parent surveys (e.g., Panorama Survey), through the implementation of family engagement activities, regular communication via multiple platforms (e.g., ParentSquare, apps, and social media), and the membership of the Vista del Monte Parent Teacher Association (PTA).

The Panorama Survey is utilized to obtain parent/family data in the areas of LCAP, Sense of Belonging (School Connectedness), Safety, Climate of Support for Student Learning, and Knowledge and Fairness of Discipline, Rules, and Norms.
Below indicates the percent (%) favorable in resposes on the Panorama Family Climate Survey:
Sense of Belonging (School Connectedness) 95% (0 change since 2023-2024 survey)
Safety 94% (-2 change since 2023-2024 survey)
Climate of Support for Student Learning 93% (+1 change since 2023-2024 survey)
Knowledge and Fairness of Discipline, Rules, and Norms 91% (0 change since 2023-2024 survey)

Attendance / Chronic Absenteeism:
Vista del Monte will increase regular attendees by 4% from 67.51% to 71.51% as indicated in the CA Dashboard by June 2026.
Vista del Monte's current chronically absent rate is at 26.32%.
Vista del Monte Elementary School will identify students that have attendance in the At Risk, Moderate Chronic, and Severe Chronic to establish communication and improve attendance to decrease the 2025-2026 chronic absenteeism rate as measured by the CA Dashboard.
Vista del Monte held monthly Student Attendance Review Team (SART) meetings to address student attendance that was indentified as moderate or severe chronic absenteeism. The site Family and Community Engagement Specialist (FACES) was in attendance to support families to identify necessary resources and complete home visits as needed.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 112 respondents	Parent Participation in Stakeholder Input Processes - 123 respondents
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%
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

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. Effectiveness of this strategy/activity will be measured by a tally counter, observations, and the number of flyers distributed.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty during parent/community events

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

Amount	323
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty during parent/community events

Amount	3,827
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty during parent/community events

Amount	500
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty during parent/community events

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. Effectiveness of this strategy/activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
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	500
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 2025-2026 school year. Vista del Monte will also work collaboratively with the PSUSD Family Engagement Center. Effectiveness of this strategy/activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

PTA Group, Staff, Administration and Community Members

Proposed Expenditures for this Strategy/Activity

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

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. Effectiveness of this strategy/activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

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. Effectiveness of this strategy/activity will be measured by the Panorama Survey.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

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

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. Vista del Monte student suspension rates has increased to 4.193% (33 suspensions). By June 2026, Vista del Monte will reduce the student suspension rate by 2% as measured by the CA Dashboard.

2. Attendance / Chronic Absenteeism:
Obtain district target of 96% attendance or better.
Vista del Monte will increase regular attendees by 4% from 67.51% to 71.51% as indicated in the CA Dashboard by June 2026.
Vista del Monte's current chronically absent rate is at 26.32%.
Vista del Monte Elementary School will identify students that have attendance in the At Risk, Moderate Chronic, and Severe Chronic to establish communication and improve attendance to decrease the 2025-2026 chronic absenteeism rate as measured by the CA Dashboard.
Vista del Monte held monthly Student Attendance Review Team (SART) meetings to address student attendance that was indentified as moderate or severe chronic absenteeism. The site Family and Community Engagement Specialist (FACES) was in attendance to support families to identify necessary resources and complete home visits as needed.

3. The Panorama Survey is utilized to obtain parent/family data:
Safety 94% (-2 change since 2023-2024 survey)
Knowledge and Fairness of Discipline, Rules, and Norms 91% (0 change since 2023-2024 survey)

4. School Counselor Data:
Tier 1- Class lessons implemented throughout the school: 7
Tier 2- Number of Small Groups: 22; Number of Students Enrolled: 58; Number of Small Group Sessions: 132
Tier 3- Number of Individual Students Serviced: 41; Number of Documented Sessions: 223

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%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Yellow	32.4% Chronically Absent	Declined 3
EL	Yellow	25.8% Chronically Absent	Declined 3.3
Hisp	Orange	32.6% Chronically Absent	Declined 1.7
AA	No Performance Color	27.3% Chronically Absent	Declined 37
SED	Orange	32.6% Chronically Absent	Declined 2.9
SWD	Orange	37.5% Chronically Absent	Declined 1.3

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Green	29.4% Chronically Absent	Decline 3
EL	Green	22.8% Chronically Absent	Decline 3
Hisp	Yellow	29.6% Chronically Absent	Decline 3
AA	No Performance Color	24.3% Chronically Absent	Decline 3
SED	Yellow	29.6% Chronically Absent	Decline 3
SWD	Yellow	34.5% Chronically Absent	Decline 3

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	2.5% suspended at least one day	Increased 0.9%
EL	Orange	1.3% suspended at least one day	Increased 0.8%
Hisp	Orange	2% suspended at least one day	Increased 1.1%
AA	No Performance Color	7.1% suspended at least one day	Maintained 0%
SED	Orange	2.6% suspended at least one day	Increased 1%

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	1.5% suspended at least one day	Decline 1
EL	Yellow	0.3% suspended at least one day	Decline 1
Hisp	Yellow	1% suspended at least one day	Decline 1
AA	No Performance Color	0 suspended at least one day	Maintain 0
SED	Yellow	1.6 suspended at least one day	Decline 1
SWD	Yellow	5.32% suspended at least one day	Decline 2

Metric/Indicator	**Baseline**	**Expected Outcome**

SWD	Yellow	7.32% suspended at least one day	Declined 1.8%

Metric/Indicator	**Baseline**	**Expected Outcome**
Panorama Survey - School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) Non-Hispanic Students with Disabilities (SWD) White	Panorama Student Survey - School Safety % Favorable All Students (ALL) - 58% (+7) English Learner (EL) - 56% Hispanic (Hisp) - 57% Non-Hispanic - 64% Students with Disabilities (SWD) - 52% White - 54% African American (AA)- 83%	Panorama Student Survey - School Safety % Favorable All Students (ALL) - 85% English Learner (EL) - 85% Hispanic (Hisp) - 85% Non-Hispanic - 85% Students with Disabilities (SWD) - 85% White - 85% African American (AA)- 85%
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 Student Survey - School Connectedness All students (ALL) Favorable 62% (-3) English Learner (EL) - 64% Hispanic (Hisp) - 63% Non-Hispanic - 55% Students with Disabilities (SWD) - 62% White - 47% African American (AA)- 54%	Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 85% Hispanic (Hisp) - 85% African American (AA) - 85%
Suspension Rates All Students (ALL) Hispanic (Hisp) African American (AA) White	Suspension Rates All Students (ALL) - 33 Hispanic (Hisp) - 20 African American (AA) - 0 White - 6 Multi - 7 SWD - 1	Suspension Rates All Students (ALL) - 12 Hispanic (Hisp) - 2 African American (AA) - 0 White - 3 SWD - 0

Metric/Indicator	Baseline	Expected Outcome
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. Effectiveness of this strategy/activity for mental health will be measured by school counselor Tier 1, 2, and 3 data (number of class lessons, number of small groups, number of students enrolled, number of individuals serviced, and number of documented sessions. Effectiveness of this strategy/activity for physical health will be measured by student Physical Fitness Test (PFT) results.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

School Counselor, Physical Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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. Effectiveness of this strategy/activity will be measured by student suspension rates and number of student incident reports.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Recess Coach, Supervision Aides, Administration

Proposed Expenditures for this Strategy/Activity

Amount	55,542
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Student supervision before school, during recesses, and lunch

Strategy/Activity 3

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. Effectiveness of this strategy/activity will be measured by suspension rates, and number of student incident reports.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Vista del Monte will coordinate with the school counselor to provide targeted student workshops.

Strategy/Activity 4

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. Effectiveness of this strategy/activity will be measured by student points earned and redeemed, and student incident reports.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

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.

Strategy/Activity 5

Vista del Monte will develop and implement 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 as measured by student attendance reports. Effectiveness of this strategy/activity will be measured by weekly and monthly attendance reports and during monthly SART meetings.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student attendance incentives

Strategy/Activity 6

Invite PSUSD Family and Community Engagement Specialist to School Attendance Review Team (SART) meetings to offer family support as identified by barriers shared by families. Effectiveness of this strategy/activity will be measured by school site attendance data and SART data spreadsheet numbers.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Description N/A

Strategy/Activity 7

Offer a Tier 2 Referral 2-day intervention workshop provided by the school counselor. Effectiveness of this strategy/activity will be measured by Tier 2 intervention referral data, incident reports, student conference reports, and school site suspension data.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8

Implementation of a No Contact Contract, Behavior Contract, Technology Use Agreement Contract for students on an as needed basis as measured by student data reports. Effectiveness of this strategy/activity will be measured by student incident reports, student conference data, and suspension reports.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

Implementation of check-in/check-out, token rewards sheet, and other student accommodations to support a decrease in student suspensions as measured by student suspension reports. Effectiveness of this strategy/activity will be measured by student incident reports, student conference data, and suspension reports.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 10

Vista del Monte will implement monthly Student Success Team (SST) Meetings to discuss student needs such as academics, social, emotional, or behaviors to develop a plan to improve the areas of concern as measured by student assessment data and student incident reports. Effectiveness of this strategy/activity will be measured by Synergy MTSS Plan data, SBAC data, STAR data, progress monitoring data, student work samples, and teacher observation.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

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

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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
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)**
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	$95,510
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$243,977.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	93,587	0.00
Title I Part A: Parent Involvement	1,923	0.00
LCFF	148,467	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	$93,587.00
Title I Part A: Parent Involvement	$1,923.00

Subtotal of additional federal funds included for this school: $95,510.00

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	$148,467.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $148,467.00

Total of federal, state, and/or local funds for this school: $243,977.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	148,467.00
None Specified	0.00
Title I	93,587.00
Title I Part A: Parent Involvement	1,923.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,927.00
2000-2999: Classified Personnel Salaries	194,315.00
4000-4999: Books And Supplies	28,572.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	8,163.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,827.00
2000-2999: Classified Personnel Salaries	LCFF	123,068.00
4000-4999: Books And Supplies	LCFF	17,572.00
5700-5799: Transfers Of Direct Costs	LCFF	4,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	5,500.00
2000-2999: Classified Personnel Salaries	Title I	70,924.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5700-5799: Transfers Of Direct Costs	Title I	4,163.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	600.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	323.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00

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
	Other: Cindy Lizarraga, School Site Council Co-Chair

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 4/21/25.

Attested:

	Principal, Jamie Santos on 5/14/25
	SSC Chairperson, Kimberly Enriquez on 5/14/25

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) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Professional Development & Planning:

All grade levels will be provided scheduled release days to collaborate with instructional coaches to identify effective math instructional routines, strategies, and plan. Teachers will co-plan and deliver 2 LES lessons per month and analyze summary data during one PLC meeting per month co-facilitated by an instructional coach or administrator.

All grade levels will be provided releases days to collaborate with instructional coaches to identify effective language arts instructional routines, strategies, and plan. Teachers will analyze student data during one PLC meeting per month co-facilitated by an instructional coach or administrator.

Staff will engage in targeted professional development focused on effective instructional strategies, cultural responsiveness, and assessment accommodations to enhance support for English Language Learners, ensuring equitable access to learning opportunities.

All students will have weekly opportunities to engage in Bridges Work Places. The Instructional Coach will provide professional development to TK - 5th grade teachers to support planning, differentiated supports, and ongoing | | | |

implementation of these math stations.			
Students will participate in enrichment and intervention opportunities offered by the school, community and school district including, but not limited to, fieldtrips, the Think Together Program, Expanded Learning Opportunities, and enrichment or intervention provided by the school. Effectiveness of this strategy/activity will be measured by Expanded Learning Enrichment and Academic Learning rosters, STAR data, Think Together enrollment rosters, and scheduled fieldtrips.			
Vista del Monte Elementary School will purchase licensing rights for use of specific online software that will support instruction, student achievement and enhance student engagement. Effectiveness of this strategy/activity will be measured by software usage and performance data, SBAC data, STAR data, and progress monitoring data.			
Paraprofessional Bilingual- The site will increase the number of 1st-2nd grade students serviced by funding a paraprofessional bilingual five days a week to support small group intervention instruction with English Learners requiring intervention support. The bilingual paraprofessional will provide support with guidance of the certificated teacher and daily schedule is assigned based on student needs under the direction of site administration. Effectiveness of this strategy/activity will be measured by student STAR Benchmark Data, and progress monitoring data.			
The Master Schedule will allow each grade level to utilize 15 minutes 4 days a week to provide small group math instruction to students scoring at the urgent intervention level. Effectiveness of this strategy/activity will be measured by SBAC scores, STAR Math data, progress monitoring data, agenda minutes, and classroom observations.			
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. Effectiveness of this strategy/activity will be measured by SBAC scores, STAR Math data, progress monitoring data, agenda minutes, and classroom observations			
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. Effectiveness of this strategy/activity will be measured by the number of staff attending conferences aligned with Tier 1 and Tier 2 VDM focus areas, as well as the timely communication and approval of conference requests by site administrators.			
Reading intervention paraprofessional III - The site will increase the number of 1st through 5th grade students serviced four times a week in pull out reading intervention services during small group instruction for students whose data indicate a need for basic reading foundational skill instruction. The paraprofessional III will be funded to work in the reading intervention classroom. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, and progress monitoring data.			
A site based literacy coach will support teachers with implementation of a dedicated small group differentiated instructional block including the analyzation of data, grouping of student, targeted resource, monitoring of progress, and the overall implementation of small group reading. The site based literacy coach may provide direct student literacy intervention support as needed under the discretion of site administration. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, and progress monitoring data.			
The site will target English Learner students with lower overall performance levels as indicated in the ELPAC assessments to provide after school reading intervention			

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
instruction twice a week. Effectiveness of this strategy/activity will be measured by the ELPAC, SBAC English Language Arts, STAR data, progress monitoring data.			
The Master Schedule will align literacy blocks by grade level to allow reading intervention small groups to occur outside of the core language arts instruction across grade levels. Effectiveness of this strategy/activity will be measured by STAR Benchmark Data, progress monitoring data, Agenda, and Minutes.			
Vista del Monte's master schedule will indicate the protected instructional time for Designated English Language Development (DELD) to target specific needs of English Learners. Effectiveness of this strategy/activity will be measured by the master schedule and student data (SBAC, STAR, progress monitoring).			
Vista del Monte will provide ongoing professional development for staff on appropriate instructional strategies to support English Learners during Designated English Language Development time and Integrated English Language Development within cross-curricular subject areas. Effectiveness of this strategy/activity will be measured by agenda meeting minutes, and STAR assessments.			

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) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
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			

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results Continue or discontinue and why?
provided communication platform, and flyers. Effectiveness of this strategy/activity will be measured by a tally counter, observations, and the number of flyers distributed.			
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. Effectiveness of this strategy/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 2025-2026 school year. Vista del Monte will also work collaboratively with the PSUSD Family Engagement Center. Effectiveness of this strategy/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. Effectiveness of this strategy/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. Effectiveness of this strategy/activity will be measured by the Panorama Survey.			

Goal #3:
Vista del Monte will provide a positive, safe, clean and healthy environment.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results Continue or discontinue and why?

	Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	Specific evidence/indicators showing that this activity or strategy is not working, including:	
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. Effectiveness of this strategy/activity for mental health will be measured by school counselor Tier 1, 2, and 3 data (number of class lessons, number of small groups, number of students enrolled, number of individuals serviced, and number of documented sessions. Effectiveness of this strategy/activity for physical health will be measured by student Physical Fitness Test (PFT) results.			
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. Effectiveness of this strategy/activity will be measured by student suspension rates and number of student incident reports.			
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. Effectiveness of this strategy/activity will be measured by suspension rates, and number of student incident reports.			
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. Effectiveness of this strategy/activity will be measured by student points earned and redeemed, and student incident reports.			
Vista del Monte will develop and implement 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 as measured by student attendance reports. Effectiveness of this strategy/activity will be measured by weekly and monthly attendance reports and during monthly SART meetings.			
Invite PSUSD Family and Community Engagement Specialist to School Attendance Review Team (SART) meetings to offer family support as identified by barriers shared by families. Effectiveness of this strategy/activity will be measured by school site attendance data and SART data spreadsheet numbers.			
Offer a Tier 2 Referral 2-day intervention workshop provided by the school counselor. Effectiveness			

of this strategy/activity will be measured by Tier 2 intervention referral data, incident reports, student conference reports, and school site suspension data.			
Implementation of a No Contact Contract, Behavior Contract, Technology Use Agreement Contract for students on an as needed basis as measured by student data reports. Effectiveness of this strategy/activity will be measured by student incident reports, student conference data, and suspension reports.			
Implementation of check-in/check-out, token rewards sheet, and other student accommodations to support a decrease in student suspensions as measured by student suspension reports. Effectiveness of this strategy/activity will be measured by student incident reports, student conference data, and suspension reports.			
Vista del Monte will implement monthly Student Success Team (SST) Meetings to discuss student needs such as academics, social, emotional, or behaviors to develop a plan to improve the areas of concern as measured by student assessment data and student incident reports. Effectiveness of this strategy/activity will be measured by Synergy MTSS Plan data, SBAC data, STAR data, progress monitoring data, student work samples, and teacher observation.			

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.

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 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:

<ol type="i" start="1">
strengthen the academic program in the school,
increase the amount and quality of learning time, and
provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

<ol type="a" start="3">
<li value="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:
<ol type="i">
strategies to improve students' skills outside the academic subject areas;
preparation for and awareness of opportunities for postsecondary education and the workforce;
implementation of a schoolwide tiered model to prevent and address problem behavior;
professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

<ol type="A" start="3">
<li value="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, it's 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.
<li value="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).

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;
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
Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

<li value="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).
<li value="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

Ensure that those students' difficulties are identified on a timely basis; and
Provide sufficient information on which to base effective assistance to those students.

<li value="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.
<li value="H">A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
<li value="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/guidanceuseseinvestment.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/guidanceuseseinvestment.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