School Year: **2023-24**

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	7/1/2023-6/30/2024
Schoolsite Council (SSC) Approval Date	10/16/23
Local Board Approval Date	12/12/23

X 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.

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School Vision and Mission

Vista del Monte Elementary School is committed to providing students with a positive, safe, and welcoming learning environment that engages students in rigorous and relevant academic learning opportunities that also support students' social and emotional needs.
Staff at Vista del Monte Elementary School are a professional learning community that fosters student success by implementing highly effective instructional strategies across subject areas and academic instruction aligned with the California State Standards so that students are prepared for success in the 21st century.

School Profile

Vista del Monte Elementary School is located in Palm Springs, California, a community in the Coachella Valley located within Riverside County. Vista del Monte is one of 16 elementary schools in the Palm Springs Unified School District. Vista del Monte Elementary School provides services to approximately 483 students in Transitional Kindergarten through fifth grade on a traditional school calendar. Vista del Monte Elementary provides the following special education services on-site: RSP, Speech, and Language.   In addition, Vista del Monte has a Dual Immersion program where Spanish is the target language. Our Dual Immersion program serves students in grades Transitional Kindergarten through fifth grade. The students in the Dual Immersion program reflect the student population of Vista del Monte Elementary School with students from different backgrounds as well as different languages.

All 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)

X   Schoolwide Program

X   Additional Targeted Support and Improvement

White student population and Students with Disabilities (SWD)

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 PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Vista del Monte Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council (SSC) Elections Dates and Results for the 2022-2023 School Year:
- School Site Council (SSC) Parent Nomination Ballots were sent on Class Dojo on 8/22/22
- School Site Council (SSC) Parent Voting Ballots closed on 8/26/23
- SSC Parents: Thalia Vidal Salinas, Miriam Gonzalez, Isela Cesena, Eva Merenda, and Cindy Lizarraga
- School Site Council (SSC) Classified Nomination Ballots were sent on Class Dojo on 8/22/22
- School Site Council (SSC) Classified Voting Ballots closed on 8/26/23
- SSC Classified: Stephanie Antunez
- School Site Council (SSC) Certificated Nomination Ballots were sent to certificated staff on 8/8/22
- School Site Council (SSC) Certificated Voting Ballots closed on 8/26/23
- SSC Certificated: Elba Cortez; Elizabeth Vieyra, and Rebecka Fishman

School Site Council (SSC) Meeting Dates and Topics:
9/14/22 Topic(s): District School Site Council Member Training
9/29/22 Topic(s): Election results, SSC bylaws, Parent and Family Engagement Policy, School Safety Plan, SPSA Review (positions, allocation of funds, professional development, instructional materials)
10/11/22 Topic(s): SPSA Data Results (STAR & SBAC) Revisions, SPSA Goal Review, Budget Revisions ((professional development, staffing, instructional materials, parent involvement)
1/25/23 Topic(s): Principal's Report, Budget Review (discussion of modification of academic coach roles), Student Attendance Plans, School Safety Plan
3/15/23 Topic(s): Principal's Report, Additional Targeted Support and Improvement (ATSI) Parent Presentation, ATSI Data Review, ATSI School Worksheet, Reviewed School Staff Root/Cause Analysis, Parent Root/Cause Analysis Feedback
4/26/23 Topic(s): Principal's Report, Additional Targeted Support and Improvement (ATSI Parent Presentation, ATSI Data Review, ATSI School Worksheet, Reviewed Student Root/Cause Analysis, Reviewed SPSA Allocation of Funds (Title I and LCFF)
5/10/23: Topic(s): Principal's Report, Reviewed and Approved 2023-2024 SPSA

English Language Advisory Committee (ELAC) Meetings Dates and Topics concerning the SPSA:
9/20/22 Topic(s): Information about ELAC and the purpose of the committee
11/3/22 Topic(s): Review of ELAC requirements and elections
1/31/23 Topic(s): EL programs at PSUSD, attendance part 1, ELAC needs assessments, input form for SSC
4/4/23 Topic(s): Attendance part 2, input form for SSC
5/23/23 Topic(s): Suggestions for next year's EL students and ELAC

Student Council Meeting Dates:
10/11/22 Topic(s): Red Ribbon Week planning, food drive, thankful activities, plan November spirit days
11/7/22 Topic(s): Wrap boxes, food drive distribution
12/6/22 Topic(s): Discuss December Spirit Week, Painted winter signs, Wintergrams, Discuss January Spirit Days
1/24/23 Topic(s): Discuss February Spirit Days, Friendship Grams, Valentine's Class Activity, Father/Daughter Dance
2/6/23 Topic(s): Discuss March Spirit Days, Clue-a-Day (leprechaun/pot of gold), Guess how many candies are in the jar
3/13/23 Topic(s): Discuss April Spirit Days, 5th grade v. staff kickball game, Make testing posters
4/25/23 Topic(s): Discuss May Spirit Days, Paint Principal's Day posters, Teacher Appreciation Week activities, Teacher Appreciation Week treat bags, Classified Staff Appreciation, Last two weeks of school spirit days
5/25/23 Topic(s): Thank yous, gifts, treats, plan for next year

Parent Teacher Association (PTA) Meeting Dates:
11/4/22 Topic(s): Introduction meeting of members and ideas for school support
11/29/22 Topic(s): Review past fundraisers and purpose, principal's report, budget report, discuss and plan an upcoming family night, discuss additional opportunities for parent involvement and recruitment
1/17/23 Topic(s): Finalize planning for the upcoming winter family night
2/28/23 Topic(s): Principal's report, budget report, student council updates, debrief on family night event and sales,

review library funding support
3/28/23 Topic(s): Principal's report, budget report, discuss and plan end-of-year family night, discuss additional opportunities for parent involvement and recruitment for next school year

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

1. Fund extra duty salaries/benefits for staff to participate in parent nights
2. Continue to fund a site Academic Coach for the 2023-2024 school year to support Dual Immersion interventions and new Dual Immersion teacher coaching
3. Fund extra duty salaries/benefits for classified staff support with family engagement nights
4. Fund extra duty salaries/benefits for classified staff to support with supervision
5. Fund a 4.5 Bilingual Aide to support Tier I interventions in the classrooms for first and second-grade classes
6. Fund positive attendance program to decrease student Chronic Absenteeism as identified in the Additional Targeted Support Improvement (ATSI) Plan

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our English Learner (EL) student group. The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2022 CA School Dashboard results, our EL students are performing 47.4 points below standard in English-Language Arts (ELA) and 58.2 points below standard in mathematics. 2022-23 STAR test results indicate a continuing differential for EL students in both reading and mathematics.

In Goal 1 of our 2023-24 plan, we have addressed this inequity through the following actions:
- Our site and district Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- Our Reading Intervention Specialist will work with students who are performing below grade level in ELA to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA

In addition, Based on the 2022 CA Dashboard results, Vista del Monte's overall chronic absenteeism was at 24.9% (very high). As part of Vista del Monte's Additional Targeted Support Improvement (ATSI) Plan, it was acknowledged that the previous school plan identified a strategy/action and allocated resources to address student attendance. However, the strategy action will be modified to enhance the current plan to support positive attendance and target the identified student groups: white population and students with disabilities.

In Goal 3 of our 2023-24 plan, we have addressed this inequity through the following actions:
- Develop and implement a strategic positive attendance program for students that are present
- Continue to strengthen the site's systematic intervention attendance program for students identified as having moderate chronic and severe chronic absences
- Further develop an attendance data tracking system to monitor and respond to attendance data to improve Vista del Monte's overall attendance

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

English-Language Arts-
Based on the CA Dashboard Indicator, 35.87% of students have met or exceeded the English-Language Arts standards.
The following subgroup percentages met or exceeded: ELL 25.1%, Low-Income (LI) 36.13%, Hispanic 32.67%
Fall STAR Reading Assessment Results: 18.1% met or exceeded the standards
Winter STAR Reading Assessment Results: 23.2% met or exceeded the standards

English-Language Arts Supporting Actions: In the beginning of the 2022-2023 school year, teachers in grades 3-5 were provided full-day professional development in the area of writing to support the implementation of the SBAC Performance Task. All teachers (Both the English program and Dual Immersion Program) were provided access to the district and site Academic Coaches for the purpose of planning, collaborating, and support for the implementation of effective teaching strategies. Likewise, Academic Coaches worked directly with teachers to demonstrate lessons and/or co-teach a lesson during class visits or on a regular lesson day that did not include class visits by administration. The site Academic Coach provided instructional support to staff members. They have worked directly with 3rd grade teachers to implement Designated ELD Instruction. Reading intervention supports were provided to 1st and 2nd graders in the Dual Immersion program. Math intervention was provided to 4th-grade students identified as requiring support. The site Academic Coach also implemented writing supports to teachers (Four 2nd grade teachers, two 3rd grade teachers, and one 5th grade teacher) to prepare students for the CAASPP Performance Task. Vista del Monte Elementary School offered after-school academic intervention opportunities to registered students in the fall, winter, and spring through the PSUSD Expanded Learning Opportunity Program.
In the fall, six teachers offered academic interventions twice a week (servicing 36 students).
In the winter, seven teachers offered academic interventions twice a week (servicing 64 students).
In the spring, five teachers offered academic interventions twice a week (servicing 46 students).

Mathematics-
Based on the CA Dashboard Indicator, 30.25% of students have met or exceeded the Mathematics standards.
The following subgroup percentages met or exceeded: ELL 25.25%, Low Income (LI) 31.28%, Hispanic 28%
Fall STAR Mathematics Assessment Results: 7.8% met or exceeded the standards
Winter STAR Mathematics Assessment Results: 14.2% met or exceeded the standards

Mathematics Supporting Actions: Grades TK, K, 1st, and 2nd were provided one full day of professional development with the High Impact Math Consultant in the fall (October). Grades 3rd, 4th, and 5th were provided one full day of professional development with the High Impact Math Consultant in the winter (January). During each grade level's High Impact Math professional development, the consultant worked directly with teachers to review what they already knew about math practices, integrated The Landscape of Learning to drive reflective discussions, and reviewed the lesson flow for a student-centered lesson. Teachers collaborated to develop a lesson structure and process to implement a lesson with a class through the guidance of the High Impact Math Consultant, PSUSD Instructional Coach, and their grade-level colleagues. After the lesson, all involved participated in reflective discussions on the lesson and planned the next steps for strengthening their math lessons, while also being provided feedback forms on their takeaways, goals, and any additional feedback.

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

Conditions & Climate-
Based on the CA Dashboard Indicator, 0.4% of students were suspended at least one day.

Suspension Rate Supporting Actions: In December 2022, the staff at Vista del Monte Elementary School were provided training in Synergy (the PSUSD Student Information System) on how to input a student discipline incident. This allowed 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), and restorative circle discussions to name a few. Teachers are communicated with regularly on updates and successful strategies with students.

Culture & Climate Supporting Actions: In November 2022, Vista del Monte Elementary School returned to in-person, monthly awards assemblies to celebrate student achievement and invited parents to attend. In December 2023, site administration and school leadership identified the top three general school expectations to communicate with students and families: Be Respectful, Be Responsible, and Be Safe. These expectations are communicated daily and posted in classrooms and in common areas in both Spanish and English. In January 2023, site administration implemented daily morning announcements involving weekly grade level sign-ups for two students to join the principal for announcements daily while adding daily communication of the three general school expectations. According to the Panorama Winter 2023 Family Climate Survey, 99% of families believe Vista del Monte has a climate of support for academic learning, while 94% feel they are safe. Similarly, the Panorama Winter 2023 Staff Climate Survey, 95% of staff feel there is knowledge and fairness of discipline, rules and norms (6% increase from last school year) and 77% of staff have a sense of belonging/school connectedness (20% increase from last school year). Also, the Panorama Winter 2023 Staff Climate Survey had an increase of 30% (from 49% to 79%) for School Leadership. In January 2023, Vista del Monte collaborated with the Parent Teacher Association (PTA) to plan and host the Vista del Monte Family Social Night. There were more than 50 families in attendance to participate in art workshops, read alouds, physical activities, and purchase food items. Vista del Monte is collaborating again with PTA to host the End of Year/Spring Family Night. In March 2023, Vista del Monte site administration collaborated with the PSUSD Family Engagement Center to host a family morning art make and take activity.

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

Reflections: Identified Need

English Language Learners continue to perform below their other sub-groups in both ELA and Math. While these students have made increases over the past two years, they continue to perform below their grade-level peers. In addition, Vista del Monte Elementary School has been identified as an Additional Targeted Support Improvement (ATSI) school and has been identified in the indicator of Chronic Absenteeism with the eligible groups of the white population and students with disabilities (SWD).

English Language Learners-
The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2022 CA School Dashboard results, our EL students are performing 47.4 points below standard in English-Language Arts (ELA) and 58.2 points below standard in mathematics. 2022-23 STAR test results indicate a continuing differential for EL students in both reading and mathematics. In February 2023, site administrators completed class visits focused on identifying practices to support English Language Learners during Integrated English Language Development (ELD) time. It was evident that there was not an overall understanding of how to implement and be intentional about providing supports for our EL students.
 In Goal 1 of our 2023-24 plan, we will address this need through the following actions:
- Our site and district Academic Coaches will support classroom teachers in the identification of and effective delivery of appropriate strategies for English Language Learners
- Our Reading Intervention Specialist will work with students who are performing below grade level in ELA to provide intervention support and be able to identify the EL students to implement EL strategies
- After School interventions will first target EL students who are performing below grade level in math and ELA
- Our site Academic Coach will also focus on intervention supports for students
- Our Dual Immersion classes will consider utilizing a phonemic awareness program to address student literacy
- Our teachers will have increased opportunities to engage in professional development that will focus on student literacy and best practices to support literacy

English-Language Arts-
Although English-Language Arts was stated as having areas of success, there is still a continued need to support growth in English-Language Arts student achievement. Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 41.5 points below standard (low). According to the STAR Assessment Data for Reading (as seen below), 18.1% of students scored at or above the state benchmark in the fall of 2022 and 23.2% scored at or above the state benchmark in the winter of 2023. Both data points demonstrate that Vista del Monte Elementary School still 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 Assessment Data (at/above benchmark):
Overall: Fall 2022 18.1%, Winter 2023 23.2%
3rd Grade: Fall 2022 12.5%, Winter 2023 18.5%
4th Grade: Fall 2022 19.3%, Winter 2023 24.7%
5th Grade: Fall 2022 21.7%, Winter 2023 30.4%
EL: Fall 2022 6.5%, Winter 2023 9.8%
SWD: Fall 2022 4.5%, Winter 2023 4.5%
AA: Fall 2022 0%, Winter 2023 20%
Hispanic: Fall 2022 17.1%, Winter 2023 21.1%

Mathematics-
Although mathematics was stated as having areas of success, 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 54.7 points below standard (low). According to the STAR Assessment Data for Mathematics (as seen below), 7.8% of students scored at or above the state benchmark in the fall of 2022 and 14.2% scored at or above the state benchmark in the winter of 2023. Although growth has doubled from fall to winter, both data points demonstrate that Vista del Monte Elementary School still has a need for first-best instruction and intervention support in the area of mathematics.
Local indicators--STAR Math Assessment Data (at/above benchmark):
Overall: Fall 2022 7.8%, Winter 2023 14.2%
3rd Grade: Fall 2022 13.4%, Winter 2023 16.3%
4th Grade: Fall 2022 11.6%, Winter 2023 19.1%
5th Grade: Fall 2022 0%, Winter 2023 5.6%
EL: Fall 2022 2%, Winter 2023 6.2%
SWD: Fall 2022 3.2%, Winter 2023 3.7%
AA: Fall 2022 0%, Winter 2023 0%
Hispanic: Fall 2022 6.7%, Winter 2023 12.4%

Chronic Absenteeism Overall-
According to the CA Dashboard, 24.9% of students were chronically absent.
Below represent the percent of students absent according to the Palm Springs Unified School District Monthly Attendance Reports:
September: 69.5% Overall
November: 14.4% Overall
January: 32.1% % Overall
Vista del Monte Elementary School has established a monthly positive attendance incentive. Site administration is working collaboratively with staff to develop weekly and ongoing positive attendance incentives. Likewise, Vista del Monte Elementary School has established and outlined the attendance intervention program when students are absent. The process includes sending out pre-School Attendance Review Team (SART) letters to families warning them of student's attendance percentage, a School Attendance Review Team (SART) letter, scheduling a School Attendance Review Team (SART) meeting with parents to discuss and review importance of positive attendance and review any possible obstacles families face and may need support in, and the referral to the district School Attendance Review Board (SARB) process. Vista del Monte has developed an attendance Site Plan that will address all areas of need to increase positive attendance, which includes community/family events to reconnect families and students to the school.

Additional Targeted Support Improvement (ATSI): Chronic Absenteeism for White Population-
The CA Dashboard identified 27.3% of white students as chronically absent. Students identified as white had an average daily attendance of 87.7% present in January 2022. In January 2023, there was an increase in average daily attendance to a 90.5% present. Although there has been an increase over the one year, this is still an identified area of need. The white population of students makeup 8.4% of student population (41 students). It is known that some of these students are in the Dual Immersion program and are provided transportation, which may be an obstacle for some families to get students to the bus stop on time.

Additional Targeted Support Improvement (ATSI): Chronic Absenteeism for Students with Disabilities-

The CA Dashboard identified 36.4% students with disabilities as chronically absent. It is identified that there are 38 students with an Individual Education Plan (IEP), 4 students pending assessment for a possible IEP, 21 students with Speech and Language only services, and 17 students with Specialized Academic Instruction (SAI) services. Chronic Absenteeism in September 2022 was 30.8% and decreased in November 2022 to 22%. Although there is some growth this is still a focus area of need.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.41%	0.62%	4	2	3
African American	3.8%	2.67%	2.7%	21	13	13
Asian	0.5%	0.62%	0.41%	3	3	2
Filipino	0.5%	%	0%	3		0
Hispanic/Latino	85.7%	85.83%	86.93%	474	418	419
Pacific Islander	%	%	0%			0
White	6.3%	8.42%	7.05%	35	41	34
Multiple/No Response	2.4%	2.05%	2.28%	13	10	11
			Total Enrollment	553	487	482

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	105	70	85
Grade 1	97	93	65
Grade 2	100	84	87
Grade3	79	91	86
Grade 4	85	73	88
Grade 5	87	76	71
Total Enrollment	553	487	482

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	256	227	199	47.0%	42.4%	36.00%
Fluent English Proficient (FEP)	68	80	83	12.5%	14.9%	15.00%
Reclassified Fluent English Proficient (RFEP)	26	34	8	10.0%	13.3%	4.0%

School and Student Performance Data

Student Population

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

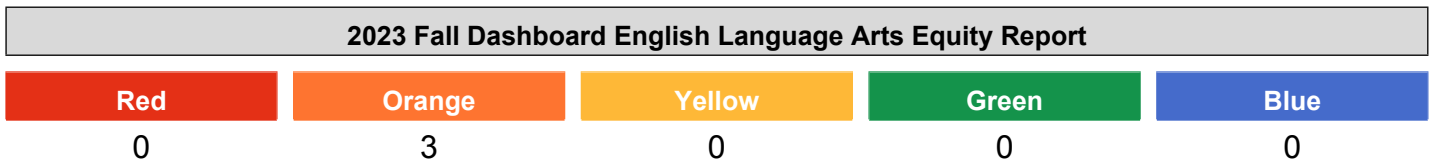## Academic Performance
English Language Arts

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

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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 English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
53.1 points below standard	65.7 points below standard	
Decreased -11.6 points	Decreased Significantly -18.3 points	3 Students
237 Students	107 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	104.5 points below standard
	55.5 points below standard	Increased Significantly +33.5 points
9 Students	Decreased -13.2 points	22 Students
	232 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 60.9 points below standard Decreased -11.6 points 203 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	14.7 points below standard Decreased Significantly - 26.6 points 17 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83 points below standard Decreased -14.2 points 89 Students	19.6 points above standard Decreased Significantly -27.2 points 18 Students	48.2 points below standard Decreased Significantly -19.8 points 100 Students

Conclusions based on this data:

1.

School and Student Performance Data

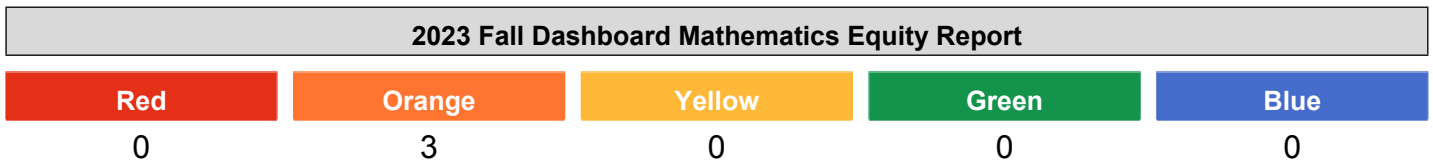## Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
56.2 points below standard	66.6 points below standard	
Maintained -1.5 points	Decreased -8.4 points	3 Students
237 Students	107 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	111 points below standard
	57.5 points below standard	Increased Significantly +59.7 points
9 Students	Maintained -2.1 points	22 Students
	232 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	No Performance Color
4 Students	2 Students	2 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	18.2 points below standard
63.3 points below standard	9 Students	0 Students	Increased +9.2 points
Decreased -3.4 points			17 Students
203 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:
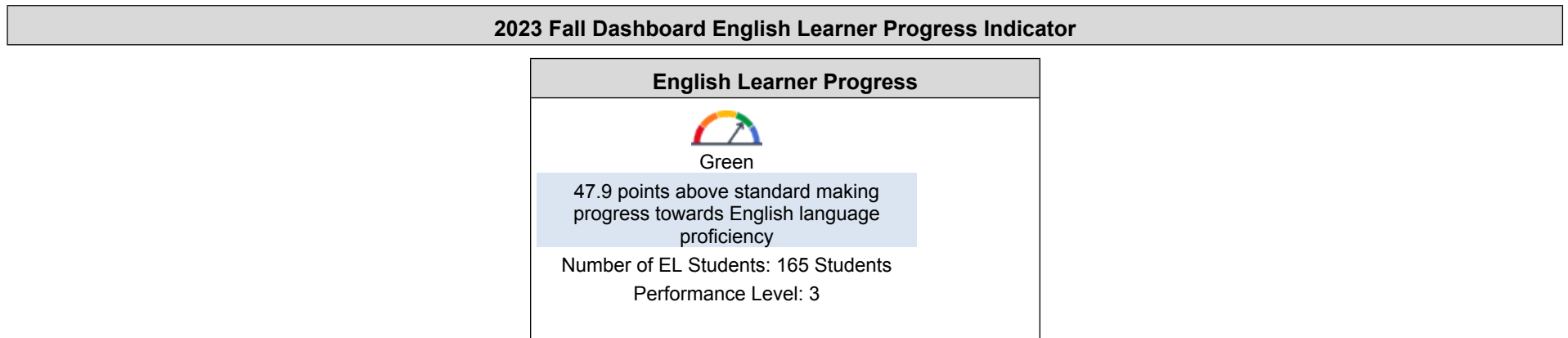
1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
47.9 points above standard making progress towards English language proficiency
Number of EL Students: 165 Students
Performance Level: 3

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
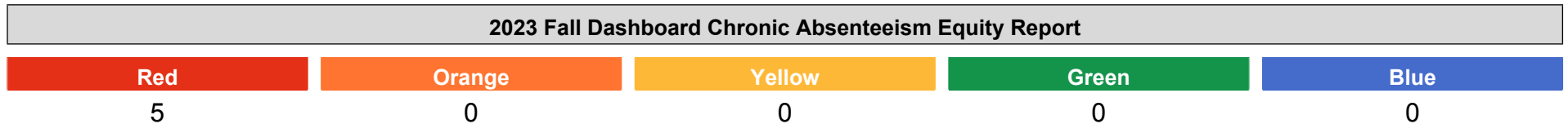## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Red

35.4% Chronically Absent

Increased Significantly 10.5

500 Students

English Learners

Red

29.1% Chronically Absent

Increased Significantly 8.3

230 Students

Foster Youth

Less than 11 Students

9 Students

Homeless

51.7% Chronically Absent

Increased 42.2

29 Students

Socioeconomically Disadvantaged

Red

35.5% Chronically Absent

Increased Significantly 10.7

479 Students

Students with Disabilities

Red

38.8% Chronically Absent

Increased 2.4

49 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
64.3% Chronically Absent	Less than 11 Students	Less than 11 Students	No Performance Color
Increased 24.3			
	3 Students	2 Students	0 Students
14 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	41.7% Chronically Absent	No Performance Color	Red
34.3% Chronically Absent	0	0 Students	38.2% Chronically Absent
Increased Significantly 9.7			Increased 11
435 Students	12 Students		34 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

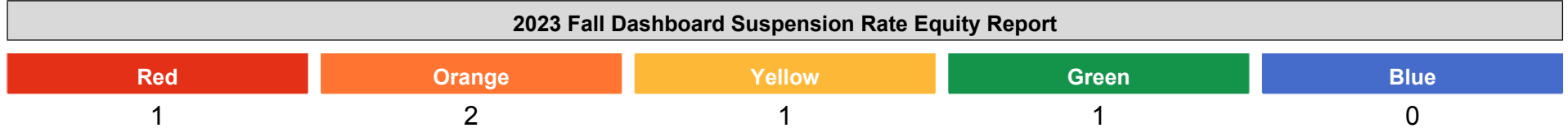The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

1.6% suspended at least one day

Increased 1.2

507 Students

English Learners

Green

0.4% suspended at least one day

Increased 0.4

231 Students

Foster Youth

Less than 11 Students

9 Students

Homeless

3.2% suspended at least one day

Increased 3.2

31 Students

Socioeconomically Disadvantaged

Orange

1.6% suspended at least one day

Increased 1.4

485 Students

Students with Disabilities

Orange

6% suspended at least one day

Increased 6

50 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
7.1% suspended at least one day Increased 7.1 14 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.9% suspended at least one day Increased 0.7 441 Students	0% suspended at least one day 12 Students	No Performance Color 0 Students	Red 8.6% suspended at least one day Increased 6.3 35 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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))	*(see table below)*	California School Dashboard: Academic Indicator for English Language Arts All Students (ALL) - 41.5 points below standard English Learners (EL) - 44.9% making progress towards English Language Proficiency Hispanic (Hisp) - 49.2 points below standard African American (AA) - no performance Socioeconomically Disadvantaged (SED) 42.3 points below the standard Students with Disabilities (SWD) - no performance

St. Group	Color	DFS/Percentage	Change
All	Green	+8.6 points	Increase +5
EL	Yellow	+21 points	Increase +5
Hisp	Yellow	+11.6points	Increase +5
AA	No Performance Color		
SED	Green	+9.7 points	Increase +5
SWD	No Performance Color		

Metric/Indicator	Expected Outcomes	Actual Outcomes
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)	*(see table below)*	California School Dashboard: Academic Indicator for Mathematics All Students (ALL) - 54.7 points below standard English Learners (EL) - 58.2 points below standard Hispanic (Hisp) - 59.9 points below standard African American (AA) - no performance Socioeconomically Disadvantaged (SED) - 55.4 points below standard Students with Disabilities (SWD) - no performance

St. Group	Color	DFS/Percentage	Change
All	Green	+17.8 points	Increase +5
EL	Green	+24.2 points	Increase +5
Hisp	Green	+17.9 points	Increase +5
AA	No Performance Color		
SED	Green	+19.7 points	Increase +5
SWD	No Performance Color		

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 - 23.94%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 27.03%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 41.4%	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – 44.9% making progress towards English language proficiency
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 10%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 3.5%
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. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 45.46% All Students (ALL) Math - 53.93%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 47.06% All Students (ALL) Math - 33.38%
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 all district provided professional development (i.e. High Impact Math Training, ELA Common Core/Writing Training, and UDL). In addition each grade level will be	Grades TK, K, 1st, and 2nd were provided one full day of professional development with the High Impact Math Consultant in the fall (October). Grades 3rd, 4th, and 5th were provided one full day of	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provided with follow-up release time and additional collaboration to design lessons, engagement strategies and build short cycle assessments with a specific focus on SWD and EL students groups. The district and site academic coach will help facilitate the release time. Additional staff will have the opportunity to attend PD via workshops/conferences to increase their knowledge of effective instructional strategies in the different content areas. Staff will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures and the results of these measures	professional development with the High Impact Math Consultant in the winter (January). During each grade level's High Impact Math professional development, the consultant worked directly with teachers to review what they already knew about math practices, integrated The Landscape of Learning to drive reflective discussions, and reviewed the lesson flow for a student-centered lesson. Teachers collaborated to develop a lesson structure and process to implement a lesson with a class through the guidance of the High Impact Math Consultant, PSUSD Instructional Coach, and their grade-level colleagues. After the lesson, all involved participated in reflective discussions on the lesson and planned the next steps for strengthening their math lessons, while also being provided feedback forms on their takeaways, goals, and any additional feedback. Site administration, PSUSD Instructional Coach, and High Impact Math Consultant met to review feedback forms and developed the Vista del Monte Math Focus Action Plan based on teacher feedback during professional development days. The plan focuses on Number Sense Routines, Launch, Explore Summarize Lessons, and	Title I 8000 Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 3000 Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 4068	Title I 0 Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach. 5700-5799: Transfers Of Direct Costs LCFF 9200 Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day. 1000-1999: Certificated Personnel Salaries LCFF 4500

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
	identifying student and teacher observables. Throughout the year, site administration coordinated scheduled days for High Impact Math class visits. The PSUSD Instructional Coach was informed of the dates and worked directly with teachers to support their development and planning of a student-centered lesson. Dual Immersion teachers were provided three half-day professional development with the district-assigned California Association for Bilingual Educators (CABE). During this time, the CABE Consultant reviewed topics such as best practices for the implementation of Spanish instruction and how to develop academic language in Spanish. The site Academic Coach attended the professional development as well. After the professional development, the Dual Immersion teachers were informed to communicate with the site Academic Coach for any intervention support or support on the next steps. In addition, three Dual Immersion teachers and the site Academic Coach were sent to attend the CABE Conference to obtain updated information and professional development to bring		

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
	back and share with the Dual Immersion Department.		

Also, Dual Immersion teachers were provided a two-day workshop where teachers were engaged in the lesson planning process to specifically meet the needs of students in dual-language programs, the goals of which are dual-language proficiency, academic proficiency in English and the target language, and sociocultural competence.

District-provided professional development was offered and communicated to staff via emails and flyers, and accessible in the PSUSD professional development website for the staff.

Teachers that attended professional development were asked to ensure they communicated knowledge gained with the Professional Learning Community (PLC) as an additional layer of internal professional development.

All teachers were provided time in the PLCs to discuss best practices, instructional strategies, plan effective research-based lessons, review student data through data chat protocols, and plan common assessments as appropriate.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will participate in enrichment opportunities offered by the community and school district including but not limited to Fieldtrip, 5th Grade McCallum Project,Tools for Tomorrow, grade specific art classes, Think Together Program, Steinway assemblies, and enrichment activities provided by the Expanded Learning Department.	Vista del Monte Elementary School offered after-school academic intervention and enrichment opportunities to registered students in the fall, winter, and spring through the PSUSD Expanded Learning Opportunities Program. In the fall, six teachers offered academic interventions twice a week (servicing 36 students), while enrichment classes such as art were offered by two teachers once a week (servicing 40 students). In the winter, seven teachers offered academic interventions twice a week (servicing 64 students), while enrichment classes such as art were offered by four teachers once a week (servicing 64 students). In the spring, five teachers offered academic interventions twice a week (servicing 46 students), while enrichment classes such as cooking classes were offered once a week by five teachers (servicing 92 students), and soccer was offered by two teachers four times a week (servicing 45 students). The Tools for Tomorrow Program provided after-school arts literacy programs integrating Creative Writing, Art, Music, and Theater for students. Enrollment for each enrollment period had 12-15 students. The Think Together after-school program provided students with	No additional cost to school site. Our PTA assist with field trip funding and in addition the district's grant and sites' general fund provide resources for enrichment opportunities. 0	Enrichment opportunities offered by the community and school district including but not limited to Fieldtrip, 5th Grade McCallum Project,Tools for Tomorrow, grade specific art classes, Think Together Program, Steinway assemblies, and enrichment activities provided by the Expanded Learning Department. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	academic and enrichment activities while keeping students safe, offering homework support, and collaborating with families. Think Together provided five staff members to lead grade-span grounds. Enrollment was maintained between 90-118 students. Students participated in the following field trips as aligned to student learning: McCallum Theatre Aesthetic Art Education (5th grade), Joshua Tree National Park (2nd grade and 4th grade), Indian Canyons Junior Ranger Program (3rd grade), Raymond Cree Middle School Orientation (5th Grade), and the Palm Springs Community Concert (4th grade). Guest speakers and assemblies were provided for 4th grade with the SoCal Coyotes and Black History Month for 4th and 5th grade.		
Teachers will use online programs daily to support Tier I instruction in grades TK-5 grade.	Teachers use online programs daily within their Core Curriculum as part of their Tier I instruction. Core curriculum that includes an online component include Wonders, Maravillas, Bridges, Second Step, Inner Explorer, and Amplify. The online components of each program allow student	Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 6,000	Online Licenses 5000-5999: Services And Other Operating Expenditures Title I 3600
		Online Licenses 5000-5999: Services And Other Operating Expenditures LCFF	Online Licenses 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	access after school and in the home.	22,425	24,000
The Academic Coach will work with teachers during and outside of the instructional day to provide support to the classroom teachers and instructional support staff. The Academic Coach will collaborate with teachers and will observe, provide suggestions, model lessons and provide professional development. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics. The site academic coach will implement a 30 minute blocks for interventions. During this block of time students will be provided instruction at their ability level (i.e. Emerging, Expanding & Bridging) to students in various grades. In addition, she will support students in small group instruction in grade TK-1 in the Dual Immersions classrooms.	The site Academic Coach provided instructional support to staff members. They have worked directly with 3rd grade teachers to implement Designated ELD Instruction.

Reading intervention supports were provided to 1st and 2nd graders in the Dual Immersion program. Math intervention was provided to 4th-grade students identified as requiring support. The site Academic Coach also implemented writing supports to teachers (Four 2nd grade teachers, two 3rd grade teachers, and one 5th grade teacher) to prepare students for the CAASPP Performance Task.

The site Academic Coach provided pre-assessments for students transferring to the Dual Immersion Program from another district or for students seeking to enter at a grade above kindergarten.

The site Academic Coach assisted with 3rd grade Designated ELD Instruction. This duty will be implemented by the grade level teams. | Academic Coach Salary & Benefits
1000-1999: Certificated Personnel Salaries
Title I
53,431

Academic Coach Salary & Benefits
1000-1999: Certificated Personnel Salaries
LCFF
91,151 | Academic Coach Salary & Benefits
1000-1999: Certificated Personnel Salaries
Title I
57,538

Academic Coach Salary & Benefits
1000-1999: Certificated Personnel Salaries
LCFF
95,897 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	The site Academic Coach assisted as the ELPAC Coordinator for implementing the Initial and Summative ELPAC for English Language Learners school-wide. Likewise, they helped to communicate students reclassifying in the English language level. These duties can be overseen by the full-time site Assistant Principal. The site Academic Coach assisted as the Student Success Team (SST) Coordinator to communicate the student referral process, schedule meetings, input students in the online system to track student progress, and facilitate meetings and follow-ups. This duty can be overseen by the full-time site administration. The site Academic Coach assisted with pre-assessments for students transferring to the Dual Immersion Program from another district or for students seeking to enter a grade above kindergarten. This duty can be implemented by the PSUSD Dual Immersion Teacher on Special Assignment (TOSA).		
Certificated staff will be provided additional time outside of their work hours to plan with district and/or site Academic Coaches.	All teachers (Both the English program and Dual Immersion Program) were provided access to the district and site Academic	Salary-Teacher Extra Duty for planning outside of workday (i.e. after and/or before school).	Salary-Teacher Extra Duty for planning outside of workday (i.e. after and/or before school).

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Coaches for the purpose of planning, collaborating, and support for the implementation of effective teaching strategies. Likewise, Academic Coaches worked directly with teachers to demonstrate lessons and/or co-teach a lesson during class visits or on a regular lesson day that did not include class visits by administration. Site administration did not receive requests for outside work hour planning with site or district academic coaches.	1000-1999: Certificated Personnel Salaries Title I 7500	1000-1999: Certificated Personnel Salaries Title I 7300
Before and after school tutoring will be provided for at-risk students based on SBAC results for students 3rd-5th provided by district's SES. In addition we will use STAR, common assessment and/or benchmark results to select students for our before/after school interventions.	Vista del Monte Elementary School offered after-school academic intervention opportunities to registered students in the fall, winter, and spring through the PSUSD Expanded Learning Opportunity Program. In the fall, six teachers offered academic interventions twice a week (servicing 36 students). In the winter, seven teachers offered academic interventions twice a week (servicing 64 students). In the spring, five teachers offered academic interventions twice a week (servicing 46 students).	salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 3800	salaries and benefits for extra duty to provide after school interventions for students 1000-1999: Certificated Personnel Salaries Title I 2800
Supplemental instructional and technology supplies and equipment including but not limited	Supplemental instructional and technology supplies and equipment were purchased for	Instructional Supplies including technology	Instructional Supplies including technology

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to student headphones, teacher devices, document cameras, classroom printers and insurance, Chromebook and/or iPad replacements for students etc.	teachers. Printers, ink, academic posters/materials, service maintenance on printer equipment, paper, laminating machine and document camera.	4000-4999: Books And Supplies LCFF 15749	4000-4999: Books And Supplies LCFF 6,100
		Instructional Supplies including technology 4000-4999: Books And Supplies Title I 15,324	Instructional Supplies including technology 4000-4999: Books And Supplies Title I 6,500
Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom.	Teachers did not attend any workshops/conferences outside of the professional development provided by Vista del Monte or the district that targeted Tier I and Tier 2 instruction in the classroom. There was not a clear communication with staff of out of district workshops/conferences to support Tier 1 and Tier 2 instruction.	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 8,500	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 9,200
		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 14596	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 0
Part Time Bilingual Paraprofessional to support classroom instruction.	A part time Bilingual Paraprofessional was hired in the spring to provide supports in primary grades. Position was filled in the spring and administration has yet to measure impact.	Salaries and Benefits classified Bilingual Aide 2000-2999: Classified Personnel Salaries LCFF 23,592	Salaries and Benefits classified Bilingual Aide 2000-2999: Classified 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.

Professional development and planning is an essential part of providing rigorous and relevant instruction. Vista del Monte Elementary School will continue providing staff with professional development and planning opportunities to build professionalism and research-based instructional strategies to support student learning in a rapidly changing world.

Providing students with enrichment opportunities strengthen student's ability to connect the skills learned in the classroom to the real world. Vista del Monte Elementary School will continue to collaborate with the PSUSD and the community to offer enrichment opportunities to students to ensure students have deep, meaningful learning opportunities. Site administration will evaluate field trips and activities offered to ensure all grade levels have opportunities to participate in additional activities within the community to enhance their learning.

Purchasing online software licenses for teachers allows students to demonstrate their learning by using technology tools while providing student choice. Vista del Monte Elementary School will develop a process when presented with a request for any additional site purchased online programs. Vista del Monte Elementary School will be able to identify the grade level/span it is intended for, how it will be utilized, how effectiveness of online program will be measured, and how it is aligned to curriculum.

The role of the site Academic Coach has the potential to play an essential role in addressing student's learning needs, supporting teachers, and implementing targeted interventions. The site Academic Coach focused on support teachers in the writing process in preparation for the SBAC Performance Task, supported 3rd grade Designated ELD, coached teachers per request, was the ELPAC Coordinator, and SST Coordinator.

All teachers (Both the English program and Dual Immersion Program) were provided access to the district and site Academic Coaches for the purpose of planning, collaborating, and support for the implementation of effective teaching strategies. Likewise, Academic Coaches worked directly with teachers to demonstrate lessons and/or co-teach a lesson during class visits or on a regular lesson day that did not include class visits by administration. Site administration did not receive requests for outside work hour planning with site or district academic coaches.
Supplemental instructional and technology supplies and equipment were purchased for teachers. Printers, ink, academic posters/materials, service maintenance on printer equipment, paper, laminating machine and document camera.

Vista del Monte Elementary School offered after-school academic intervention opportunities to registered students in the fall, winter, and spring through the PSUSD Expanded Learning Opportunity Program.
In the fall, six teachers offered academic interventions twice a week (servicing 36 students).
In the winter, seven teachers offered academic interventions twice a week (servicing 64 students).
In the spring, five teachers offered academic interventions twice a week (servicing 46 students).

Teachers did not attend any workshops/conferences outside of the professional development provided by Vista del Monte or the district that targeted Tier I and Tier 2 instruction in the classroom. There was not a clear communication with staff of out of district workshops/conferences to support Tier 1 and Tier 2 instruction.

A part time Bilingual Paraprofessional was hired in the spring to provide supports in primary grades. Position was filled in the spring and administration has yet to measure impact.

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

Title I substitute to pay for professional development and planning release time was not utilized or reallocated. There was a large amount of extra duty pay utilized under LCFF. We can look at being more strategic in identifying planning needs, especially for areas with the most need (Title I). Teachers used their Wednesday Professional Learning Community (PLC) time to plan and share professional strategies with one another.

There was a high estimated budget for online licensing. Site administration is seeking to systematize the request for online software purchases, which is likely the reason for a lower actual expense. Staff is instructed to utilize district-purchased instructional supplies and materials prior to requesting additional instructional supplies and technology. Therefore, this may be why there was a lower amount of dollars spent in this area in both Title and LCFF. Vista del Monte Elementary School will seek a systematized process when requesting supplemental instructional and technology supplies and equipment. The expenses in this area were also spent on student consumables needed for classes to continue to support the curriculum.

Staff did not attend outside professional development/conferences that were paid out of Title I. Many of the professional developments were offered by the district and offered during school hours which did not require additional pay. The funds were not utilized or reallocated.

The bilingual aide position was not filled until April 2023, therefore, the money was not spent until they were hired. The bilingual aide is now hired and will go from 3.5 hours to 4.5 hours in the 2023-2024 school year. Now that the bilingual aide is hired, they are working directly with first and second-grade classes to support students' language needs under the guidance of the teacher.

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.

Professional development and planning time is crucial for intentional teaching. Any additional planning time for staff following a professional development will be scheduled in order to provide effective implementation of ideas and strategies learned during professional development opportunities. Since there was not expenses paid for additional release time, it will be important to be more intentional with communicating the opportunity to have release time.

The site Academic Coach assisted as the ELPAC Coordinator for implementing the Initial and Summative ELPAC for English Language Learners school-wide. Likewise, they helped to communicate students reclassifying in the English language level. These duties can be overseen by the full-time site Assistant Principal. The site Academic Coach assisted as the Student Success Team (SST) Coordinator to communicate the student referral process, schedule meetings, input students in the online system to track student progress, and facilitate meetings and follow-ups. This duty can be overseen by the full-time site administration. The site Academic Coach assisted with pre-assessments for students transferring to the Dual Immersion Program from another district or for students seeking to enter a grade above kindergarten. This duty can be implemented by the PSUSD Dual Immersion Teacher on Special Assignment (TOSA). The site Academic Coach will continue to offer and provide coaching support to all teachers to promote best practices and continuous growth as a lifelong learner. The site Academic Coach will implement intervention student groups for the Dual Immersion program. This will be the majority of the site's Academic Coach focus as there has been an identified need for intervention for students in the Dual Immersion program.

After school tutoring interventions will be planned out in advance as needed based on student performance data. Groups will be targeted and a cycle for intervention outside the school day will be intentional.

Vista del Monte Elementary School will seek a systematized process when requesting supplemental instructional and technology supplies and equipment.

There was not a clear communication with staff of out of district workshops/conferences to support Tier 1 and Tier 2 instruction.
Vista del Monte Elementary School will clearly communicate with staff what targeted workshops/conferences are available to staff to support their Tier I and Tier 2 instruction in the classroom.

Additional paid time for certificated staff to plan was not implemented as intended. This allocation of funds can be effective and ultimately impact student achievement, but it will need to be intentionally structured in order to help measure effectiveness.

Vista del Monte Elementary School will continue with the Part Time Bilingual Paraprofessional to support classroom instruction as there is a continued need for language support.

Vista del Monte Elementary School will evaluate the need for the Bilingual Paraprofessional in specifically 1st and 2nd grade and determine whether the bilingual aide is needed in other grade levels.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Vista del Monte Elementary School will provide opportunities for community and families to build a partnership 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 - 55	Panorama Family Survey Response Rate - 61
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey - 94% All Students (ALL) - 97% Hispanic (Hisp) - 80% African American (AA) - NA	Family School Connectedness via Panorama Family Climate Survey - 93% All Students (ALL) School Connectedness - 72 % Hispanic (Hisp) - 72% African American (AA) - NA
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: 93% All Students (ALL) - 78% Hispanic (Hisp) - 88% African American (AA) - NA	Climate of Support for Academic Learning via Panorama Family Climate Survey: 99% All Students (ALL) - 81% Hispanic (Hisp) - 83% African American (AA) - NA
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Sign-In Sheets will be kept to monitor parcipation.	In January 2023, Vista del Monte collaborated with the Parent Teacher Association (PTA) to plan and host the Vista del Monte Family Social Night. There were more than 50 families in attendance to participate in art workshops, read alouds, physical activities, and purchase food items. Vista del Monte is collaborating again with PTA to host the End of Year/Spring Family Night. In March 2023, Vista del Monte site administration collaborated with the PSUSD Family Engagement Center to host a family morning of art make-and-take activity. Vista del Monte did not collect sign-in sheets.

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

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, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Parents were in attendance for the following meetings: SSC, ELAC, SART, Title I, and SSTs. Sign-in sheets were obtained for ELAC, SSC and Title I meetings. After SART and SSC meetings, parents sign the appropriate documents discussed.	No additional cost to the site's categorical budget. 0	No additional cost to the site's categorical budget. 0
Community Events: Vista del Monte will continue to work collaboratively with our new Parent Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2021-2022 school year.	In January 2023, Vista del Monte collaborated with the Parent Teacher Association (PTA) to plan and host the Vista del Monte Family Social Night. There were more than 50 families in attendance to participate in art workshops, read alouds, physical activities, and purchase food items. Vista del Monte is collaborating again with PTA to host the End of Year/Spring Family Night. In March 2023, Vista del Monte site administration collaborated with the PSUSD Family Engagement Center to host a family morning of art make-and-take activity. Vista del Monte did not collect sign-in sheets.	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 810	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 6,500
		Extra Duty for classified aides to support during family nights 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1263	Extra Duty for classified aides to support during family nights 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
		Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries Title I 3,600	Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.) 1000-1999: Certificated Personnel Salaries Title I 470

Analysis

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

Vista del Monte Elementary School has an established Parent Teacher Association (PTA) which has had an increase in membership and is at a total of 37 members.

Site administration collaborated with the school counselor to communicate (Class Dojo) the Panorama survey to students, staff, and families. In addition, site administration and school counselor set up a table in front of the school during parent-teacher conferences to assist in increasing the amount of parent completion of the survey.

Parents were contacted via telephone to attend ELAC, SSC, SART, SSTs, and Title I meetings SART meeting invitations also included letters home to families.

School community events were communicated via Class Dojo, flyers, and the Vista del Monte marquee sign in front of the school.

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

There was a large increase in the expenses for parent involvement as Palm Springs Unified School District was able to return to in-person events/gatherings with families. Funds were moved to support the purchase of materials and supplies for family activity nights in the winter and spring.

Extra duty for instructional aides was not spent under Title I but spent through LCFF.

Extra duty spent for certificated staff was much lower than what was budgeted for due to not initially offering teachers extra duty for the winter family night. The allocation of funds will be monitored and use of funds will be appropriately spent to support teacher involvement with family nights/activities.

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.

Expenses for books and supplies for parent involvement will be reviewed carefully. Site administration will collaborate with PSUSD Family Engagement Center.

Site administration will consider offering extra duty to classified staff (if needed) for family events.

Site administration will consider offering extra duty to certifcated staff (if needed) for family events to help widen the activities and opportunities offered to families.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates: All Students (ALL) - 0.4%

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	10.3 points	-4..0 Decline
EL	Yellow	9.0 points	-2.5 Decline
Hisp	Yellow	10.5 points	-3.2 Decline
AA	No Performance Color	N/A	
SED	Yellow	11.1 points	-4.3 Decline
SWD	Orange	18.5 points	-0.4 Maintain

Chronic Absenteeism Rates:
All Students (ALL) - 24.9%
English Learner (EL) - 20.9%
Hispanic (Hisp) - 24.6%
African American (AA) - 0%
Socioeconomically Disadvantaged (SED) - 24.8%
Students with Disabilities (SWD) - 36.4%

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

St. Group	Color	DFS/Percentage	Change
All	Blue	0.2	0.2 Maintain
EL	Blue	0	0 Maintain
Hisp	Blue	0.2	0.2 Maintain
AA	No Performance Color	0	0 Maintain

Suspension Rates:
All Students (ALL) - 0.4%
English Learner (EL) - 0%
Hispanic (Hisp) - 0.2%
African American (AA) - 0%
Socioeconomically Disadvantaged (SED) - 0.2%
Students with Disabilities (SWD) - 0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SED · Blue · 0.2 · 0.2 Maintain SWD · Blue · 0 · 0 Maintain	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 75% English Learner (EL) - 73% Hispanic (Hisp) - 75% African American (AA) - NA	Panorama Survey - School Connectedness All Students (ALL) - 72% English Learner (EL) - 78% Hispanic (Hisp) - 72% African American (AA) - NA
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 68% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - NA	Panorama Survey – School Safety All Students (ALL) - 53% English Learner (EL) - 51% Hispanic (Hisp) - 52% African American (AA) - NA
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	Vista del Monte Elementary School has one physical education coach five days a week and one physical education coach three days a	School counselor and physical education coaches are full time staff and do not require additional	School counselor and physical education coaches are full time staff and do not require additional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	week. The physical education coaches provide each class fifty minutes of PE twice a week. The PE coaches also implemented a soccer recreational league through the Expanded Learning Opportunity Program in the spring four times a week to 45 students. Vista del Monte Elementary School has a full time school counselor. The school counselor provides Tier I support such as Monthly/ Bi-Monthly Classroom Lessons (bullying, problem solving/conflict resolution, empathy, growth mindset, career exploration, belonging/safety), lunch and recess monitoring (when available), leads the Great Kindness Challenge, and Counselor Chats at lunch. Tier 2 supports include a referral process for small group counseling, restorative conversations and circles/ peer mediation, supporting investigations into bullying, peer conflicts and student incidents, check In/ check out system coordinator, behavior and incentive charts consultant, and collaboration with teachers regarding social/emotional strategies within the classroom. Tier 3 supports include individual counseling, collaboration and consultation with teachers, participation in 504 Plan and IEP meetings, risk assessment/crisis	funding to meet the needs of students in physical and mental health education None Specified None Specified 0	funding to meet the needs of students in physical and mental health education None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	intervention/safety plans, and mental health/CareSolace referrals. Likewise, the school counselor leads participation for the Panorama social-emotional learning survey and collaborates with 5th grade teachers on the 5th grade Puberty Talks communication with families.		
Playworks Recess Program: VdM implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion. Additional playground supervision will be provided before school.	The Playworks coach implements some structured activities made available as an option for students during recesses. The Playworks coach also provides a sign up sheet for teachers to voluntarily sign up for 15 minutes of additional physical education activities daily. The Playworks coach supervises the playground before school daily. Vista del Monte is seeking to fill the additional supervision aide vacancy.	playground supervision before school and lunch. 2000-2999: Classified Personnel Salaries LCFF 13000	playground supervision before school and lunch. 2000-2999: Classified Personnel Salaries LCFF 9500
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.	Supervision aides and (Playworks) recess coach provide supervision before school during morning recess and during lunch recesses. In the winter, site administration met with supervision aides and (Playworks) recess coach to review school site expectations, Positive Behavior Interventions, and other strategies for supporting student behaviors during supervision.	Extra Duty for Supervision Aides for supervision of students before, during, and after school. 2000-2999: Classified Personnel Salaries LCFF 2000	Extra Duty for Supervision Aides for supervision of students before, during, and after school. 2000-2999: Classified Personnel Salaries LCFF 4700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
VdM will increase daily attendance and will decrease chronic absenteeism by targeting student groups through interest surveys, mentoring, and preferred planned monthly activities. The school Attendance Clerk will support by calling parents and providing resources to families who are absent.	Vista del Monte Elementary School has established a monthly positive attendance incentive. Site administration is working collaboratively with staff to develop weekly and ongoing positive attendance incentives. Likewise, Vista del Monte Elementary School has established and outlined the attendance intervention program when students are absent. The process includes sending out pre-School Attendance Review Team (SART) letters to families warning them of student's attendance percentage, a School Attendance Review Team (SART) letter, scheduling a School Attendance Review Team (SART) meeting with parents to discuss and review importance of positive attendance and review any possible obstacles families face and may need support in, and the referral to the district School Attendance Review Board (SARB) process.	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 2000	Attendance and academic incentives 4000-4999: Books And Supplies 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 Elementary School has a full time School Counselor and a full time Physical Education Coach that can meet the needs of student's physical and mental health. There does not appear to need additional funding to meet student needs outside the school day. The School Counselor engages with students frequently and is in continuous communication with staff to determine needs or update them on student progress.

Site administration plans on working more closely with the Playworks coach to develop a process for class signup for Playworks activities and a process for determining effectiveness of the program.

Increased supervision through the use of extra duty has been deemed effective as there is continuous need to provide opportunities for students to be supervised throughout the day and additional activities outside of the normal supervision aide schedule.

Developing a systematized attendance program with both a positive program and an intervention program has been effective and site administration plans to continue to increase positive opportunities for students to come to school which will also assist in the Additional Targeted Support Improvement (ATSI) plan.

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

There was also an increased need and adjusted budget for the extra duty of supervision aides. Vista del Monte found it necessary to ensure supervision during modified recesses due to school-wide activities during the school day or if another classified staff was absent and the absence could not be filled, a supervision aide fulfilled the need when outside of their regular hours.

Physical Education Teachers and School Counselor did not have an allocated budget for their ongoing support. In reviewing needs, funds will be discussed to add to improve both programs to include incentives, awards, and supplies for student needs.

Attendance and incentive funds were not spent as an identified plan for attendance incentives was not identified. Vista del Monte will plan to develop an outlined plan for attendance incentives to support student needs.

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

Vista del Monte Elementary School will increase daily attendance and will decrease chronic absenteeism by identifying student groups in most need from the CA Dashboard, student attendance records, and the Additional Targeted Support Improvement (ATSI) Plan by developing a positive attendance program and clearly defining a attendance intervention program that increases communication with families of students that are chronically absent.

Site administration will analyze the use of extra duty funds for the Playworks coach and supervision aides to ensure the funds spent are benefitting student needs and being offered as appropriate if after-school activities take place.

Physical Education Teachers and School Counselor will be allocated funds. Physical education will have funds for, but not limited to: track meet awards, PE incentives/prizes, materials and supplies for events. School Counselor will have funds for, but not limited to: student incentives, student supplies for accommodations, student materials for social-emotional counseling groups.

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 Arts-
Overall, according to the CA Dashboard Data, Vista del Monte Elementary School is 41.5 points below standard (low). According to the STAR Assessment Data for Reading (as seen below), 18.1% of students scored at or above the state benchmark in the fall of 2022 and 23.2% scored at or above the state benchmark in the winter of 2023. Both data points demonstrate that Vista del Monte Elementary School still has a need for first-best instruction and intervention support in the area of English-Language Arts.
Local indicators--STAR Reading Assessment Data (at/above benchmark):
Overall: Fall 2022 18.1%, Winter 2023 23.2%
3rd Grade: Fall 2022 12.5%, Winter 2023 18.5%
4th Grade: Fall 2022 19.3%, Winter 2023 24.7%
5th Grade: Fall 2022 21.7%, Winter 2023 30.4%
EL: Fall 2022 6.5%, Winter 2023 9.8%
SWD: Fall 2022 4.5%, Winter 2023 4.5%
AA: Fall 2022 0%, Winter 2023 20%
Hispanic: Fall 2022 17.1%, Winter 2023 21.1%

2. Mathematics-
Overall, according to the CA Dashboard Data, Vista del Monte Elementary School is 54.7 points below standard (low). According to the STAR Assessment Data for Mathematics (as seen below), 7.8% of students scored at or above the state benchmark in the fall of 2022 and 14.2% scored at or above the state benchmark in the winter of 2023. Although growth has doubled from fall to winter, both data points demonstrate that Vista del Monte Elementary School still has a need for first-best instruction and intervention support in the area of mathematics.
Local indicators--STAR Math Assessment Data (at/above benchmark):
Overall: Fall 2022 7.8%, Winter 2023 14.2%
3rd Grade: Fall 2022 13.4%, Winter 2023 16.3%

4th Grade: Fall 2022 11.6%, Winter 2023 19.1%
5th Grade: Fall 2022 0%, Winter 2023 5.6%
EL: Fall 2022 2%, Winter 2023 6.2%
SWD: Fall 2022 3.2%, Winter 2023 3.7%
AA: Fall 2022 0%, Winter 2023 0%
Hispanic: Fall 2022 6.7%, Winter 2023 12.4%

3. English Language Learners-
English Language Learners continue to perform below their other sub-groups in both ELA and Math. While these students have made increases over the past two years, they continue to perform below their grade-level peers. The English Language Learner group makes up approximately 44% of the student population at Vista del Monte. Based on the 2022 CA School Dashboard results, our EL students are performing 47.4 points below standard in English-Language Arts (ELA) and 58.2 points below standard in mathematics. 2022-23 STAR test results indicate a continuing differential for EL students in both reading and mathematics. The current reclassification rate for Vista del Monte is 2.9% which means that a large percentage of students are not meeting academic requirements to be reclassified. In February 2023, site administrators completed class visits focused on identifying practices to support English Language Learners during Integrated English Language Development (ELD) time. It was evident that there was not an overall understanding of how to implement and be intentional about providing support for our EL students.

4. English Learner Redesignated Fluent English Proficient (RFEP)-
The current reclassification rate for Vista del Monte is 2.9% which means that a large percentage of students are not meeting academic requirements to be reclassified. Vista del Monte's reclassification rate is significantly below the rates for PSUSD (20.5%), Riverside County (14.4%), and the State average (16.3%). Due to Vista del Monte's reclassification rate being low, there is a need to improve supports and instruction for English Language Learners students to increase reclassification rate.

5. Students with Disabilities (SWD)-
Overall, According to the CA Dashboard Data, Vista del Monte Elementary School is 138.1 points below standard in English-Language Arts for Students with Disabilities. In the area of Mathematics, Students with Disabilities are 170.7 points below standard. The STAR Assessment indicates SWDs made no growth in the Reading assessment in from fall to winter and in the Mathematics assessment SWDS made minimal growth from fall (3.2%) to winter (3.7). Both data points demonstrate that Vista del Monte Elementary School still has a need for first-best instruction and intervention support.

Measuring and Reporting Results

Metric/Indicator

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

Baseline

St. Group	Color	DFS/Percentage	Change
All	Low	41.5 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	38.5 points below standard	Increase +3 points
EL	Yellow	44.4 points below standard	Increase +3 points
Hisp	Yellow	46.3 points below standard	Increase +3 points
AA	No Performance Level		

Metric/Indicator	Baseline				Expected Outcome			
Students with Disabilities (SWD)	EL	Low	47.4 points below standard		SED	Yellow	39.3	Increase +3 points
	Hisp	Low	49.2 points below standard		SWD	Orange	123.1	Increase significantly +15 points
	AA	No Performance Level						
	SED	Low	42.3 points below standard					
	SWD	No Performance Level	138.1 points below standard					
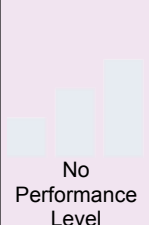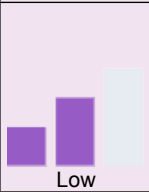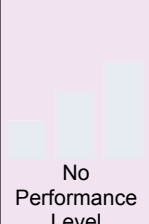
California School Dashboard: Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Low	54.7 points below standard		All	Yellow	51.7 points below standard	Increase +3 points
					EL	Yellow	55.2	Increase +3 points
					Hisp	Yellow	56.9	Increase +3 points
					AA	No Performance Level		

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

EL	Low	58.2 points below standard	
Hisp	Low	59.9 points below standard	
AA	No Performance Level		
SED	Low	55.4 points below standard	
SWD	No Performance Level	170.7 points below standard	

SED	Yellow	52.4	Increase +3 points
SWD	Orange	155.7	Increase significantly +15

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

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 27.03%

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

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 44.9%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 47.9%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 2.9%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.9%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 35.87% Met or Exceeded Standard	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 38.87% Met or Exceeded Standard
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% compliant	Williams Textbook/Materials Compliance - 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach and on district TOSA

Amount	3,500
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.

Amount	4,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary-Teacher Extra Duty for attending professional development outside of their work day.

Amount	5,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary-Teacher Extra Duty for attending professional development outside of their work day.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

Amount	2,252
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Student enrichment such as fieldtrips or activities.

Amount	1,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Student enrichment such as academic intervention.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses

Amount	3,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses

Strategy/Activity 4

The site Academic Coach's focus will be on implementing intervention supports for targeted students in the Dual Immersion program. The site Academic Coach will review student data to determine student's specific intervention needs and provide intervention supports through small group instruction either pushed into the classes or pulled into small groups outside of the classroom. Data points the site Academic Coach will use are the CA Dashboard, STAR Assessments, Ellevation, classroom student work samples, curriculum assessments, or teacher records of student performance. The site Academic Coach will collaborate with the district Academic Coach/TOSA, the district Dual Immersion TOSA, and California Association for Bilingual Education (CABE) consultant to ensure best practices and appropriate intervention supports are provided. Likewise, the site Academic Coach will attend the Dual Immersion Professional Learning Community (PLC) meetings to communicate student progress and obtain additional needs. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics.

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

Students to be Served by this Strategy/Activity

X   All

Timeline

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	57,538
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach Salary & Benefits

Amount	95,897
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach Salary & Benefits

Strategy/Activity 5

Vista del Monte Elementary School will fund staffing for one (4.5 hour) bilingual paraeducator five days a week to support small group instruction occurring in 1st and 2nd grade. The bilingual paraprofessional will provide support under the direction of the certificated teacher.

Students to be Served by this Strategy/Activity

X   English Learner

X   Students with Disabilities

X   Specific Student Groups:
Provide supports in first and second grade classrooms.

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators, Staff

Proposed Expenditures for this Strategy/Activity

Amount	19,838
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries and Benefits classified Bilingual Aide

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Teachers, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

Amount	3800
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	salaries and benefits for extra duty to provide after school interventions for students

Strategy/Activity 7

Vista del Monte Elementary School will continue to upgrade, replace, and purchase Chromebooks, document cameras, student headphones, laminator, printers, printer ink, and any other supplies needed to supplement the technology infrastructure at Vista del Monte Elementary School to support student

instruction. In addition, Vista del Monte Elementary School will provide instructional materials including, but not limited to additional or supplemental textbooks and workbooks (not adopted textbooks).

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Supplies including technology

Amount	15,747
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Supplies including technology

Strategy/Activity 8

Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
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	9,500
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.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

1. As outlined in Vista del Monte's Additional Targeted Support Improvement (ATSI) plan, Chronic Absenteeism school-wide and specifically for Students with Disabilities (SWD) and the white population of students.
2. Panorama reports around climate are positive there is still a need to ensure our students and families feel connected and safe by creating an overall positive culture and climate.
3. Panorama and ATSI data discussed identified a focus on the increase of family engagement is needed.

Measuring and Reporting Results

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

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) Hispanic (Hisp) African American (AA)	All Students (ALL) - 81% Hispanic (Hisp) - 83% African American (AA) - NA	Hispanic (Hisp) - 85% African American (AA) - NA
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 40	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 60

Planned Strategies/Activities

Strategy/Activity 1

As part of the Additional Targeted Support Improvement (ATSI) Plan, Vista del Monte will increase family engagement and involvement by planning family-friendly events that are inclusive and appealing to families by utilizing a variety of communication methods such as school website, mobile apps, district provided communication platform, and flyers.

Students to be Served by this Strategy/Activity

X	Students with Disabilities
X	Specific Student Groups: White population

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Materials and supplies for community events to increase parent engagement

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,658
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.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

PTA Group, Staff, Administration and Community Members	

Proposed Expenditures for this Strategy/Activity

Amount	1,275
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Amount	948
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for classified aides to support during family nights

Amount	13,600
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty salaries for staff to participate in family community events (i.e. workshops, informational meetings etc.)

Amount	1,188
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for community events to increase parent engagement

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain a Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

1. Maintain low suspension rates.
2. Obtain district target of 96% attendance or better.
3. CA Dashboard indicates 24.9% of students are Chronically Absent. The Additional Targeted Support Improvement (ATSI) Plan will address a positive attendance program and clearly define an attendance intervention program.
4. Panorama Survey results indicate 72% are favorable in the category of School Connectedness.
5. Panorama Survey results indicate 81% are favorable in the category of Climate of Academic Learning.
6. Counselor will continue to work with students by supporting them with the offering of social-emotional workshops, in-class presentations, counselor chats, check-in/check-out systems, and collaboration with teachers.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 0.4%	Student Attendance Rates All Students (ALL) - 0.4%

Chronic Absenteeism Rates All Students (ALL)) English Learner (EL)

St. Group	Color	DFS/Percentage	Change

St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Baseline				Expected Outcome			

Row 1:

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

Baseline:

All	Yellow	14.3	Declined Significantly -4.3
EL	Yellow	11.5	Declined -2.3
Hisp	Yellow	13.7	Declined Significantly -3.2
AA	No Performance Color	9.1	Declined -17.6
SED	Yellow	15.4	Declined Significantly -4.3
SWD	Orange	18.9	Maintained -0.4

Expected Outcome:

All	Yellow	13.8	Decline 0.5%
EL	Yellow	11	Decline 0.5%
Hisp	Yellow	13.2	Decline 0.5%
AA	No Color	8.6	Decline 0.5%
SED	Yelllow	14.9	Decline 0.5%
SWD	Orange	18.4	Decline 0.5%

Row 2:

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	Blue	0.2	Maintained -0.2
EL	Blue	0	Maintained 0
Hisp	Blue	0.2	Maintained -0.2
AA	No Performance Color	0	Maintained 0
SED	Blue	0.2	Maintained -0.2
SWD	Blue	0	Maintained 0

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Blue	0.2	Maintained -0.2
EL	Blue	0	Maintained 0
Hisp	Blue	0.2	Maintained -0.2
AA	No Color	0	Maintained 0
SED	Blue	0.2	Maintained -0.2
SWD	Blue	0	Decrease -2.3

Row 3:

Metric/Indicator:
Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Baseline:
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%

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

Row 4:

Metric/Indicator:
Panorama Survey – School Connectedness
All Students (ALL)
English Learner (EL)

Baseline:
Panorama Survey - School Connectedness
All students (ALL) Favorable 72%
Elementary School Students (ES) Favorable 73%

Expected Outcome:
Panorama Survey - School Connectedness
All Students (ALL) - 80%
English Learner (EL) - 76%
Hispanic (Hisp) - 78%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)		African American (AA) - NA
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 53% Elementary School Students (ES) Favorable 60% EL 52% Hispanic 59% AA N/A	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - NA
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100% Compliance	Williams Facilities Inspection Results - 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

Physical and Mental Health Education:
Physical Education Teachers will provide students with rigorous and relevant physical education opportunities that promote student's wellness and physical health. The School Counselor will implement a well-rounded counseling program that offers, but not limited to, social-emotional small group counseling, student check-in/check-out, consultation with teachers on social-emotional strategies to support student's mental health, in-class social-emotional presentations, a systematic counseling referral process, communication with staff and families, and opportunities for staff professional development to assist in supporting students.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

School Counselor, Physical Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Additional funds for the implementation of physical education and mental health education programs are not needed at this time.

Strategy/Activity 2

Vista del Monte Elementary School implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion. Additional playground supervision will be provided before school.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Recess Coach, Supervision Aides, Administration

Proposed Expenditures for this Strategy/Activity

Amount	27,231
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	playground supervision before school and lunch.

Strategy/Activity 3

Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration, Teachers, supervision aides

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Supervision Aides for supervision of students before, during, and after school.

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000

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

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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

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)**
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	$127,066
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$311,472.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	124,843	0.00
Title I Part A: Parent Involvement	2,223	0.00
LCFF	184,406	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	$124,843.00
Title I Part A: Parent Involvement	$2,223.00

Subtotal of additional federal funds included for this school: $127,066.00

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	$184,406.00

Subtotal of state or local funds included for this school: $184,406.00

Total of federal, state, and/or local funds for this school: $311,472.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	184,406.00
Title I	124,843.00
Title I Part A: Parent Involvement	2,223.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	180,335.00
2000-2999: Classified Personnel Salaries	53,175.00
4000-4999: Books And Supplies	31,210.00
5000-5999: Services And Other Operating Expenditures	15,500.00
5700-5799: Transfers Of Direct Costs	31,252.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	100,397.00
2000-2999: Classified Personnel Salaries	LCFF	50,569.00
4000-4999: Books And Supplies	LCFF	14,188.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
5700-5799: Transfers Of Direct Costs	LCFF	15,752.00
1000-1999: Certificated Personnel Salaries	Title I	79,938.00
2000-2999: Classified Personnel Salaries	Title I	1,658.00
4000-4999: Books And Supplies	Title I	15,747.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
5700-5799: Transfers Of Direct Costs	Title I	15,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	948.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,275.00

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			
Christine Peres-Pena		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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/16/23.

Attested:

[signature]	Principal, Jamie Santos on 10/16/23
[signature]	SSC Chairperson, Kimberly Enriquez on 10/16/23

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

support teacher delivery and design of lessons for TK through 5th grade, support student achievement TK through 5th grade, and enhance student engagement. The online software purchases could include, but not limited to: Book Creator and Reading Plus.			
The site Academic Coach's focus will be on implementing intervention supports for targeted students in the Dual Immersion program. The site Academic Coach will review student data to determine student's specific intervention needs and provide intervention supports through small group instruction either pushed into the classes or pulled into small groups outside of the classroom. Data points the site Academic Coach will use are the CA Dashboard, STAR Assessments, Ellevation, classroom student work samples, curriculum assessments, or teacher records of student performance. The site Academic Coach will collaborate with the district Academic Coach/TOSA, the district Dual Immersion TOSA, and California Association for Bilingual Education (CABE) consultant to ensure best practices and appropriate intervention supports are provided. Likewise, the site Academic Coach will attend the Dual Immersion Professional Learning Community (PLC) meetings to communicate student progress and obtain additional needs. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics. The site Academic Coach will continue to offer and provide coaching support by working with teachers to provide support to classroom teachers. The site Academic Coach will collaborate with teachers and may observe, provide feedback, model lessons, and provide professional development.			
Vista del Monte Elementary School will fund staffing for one (4.5 hour) bilingual paraeducator five days a week to support small group instruction occurring in 1st and 2nd grade. The bilingual paraprofessional will provide support			

under the direction of the certificated teacher.			
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.			
Vista del Monte Elementary School will continue to upgrade, replace, and purchase Chromebooks, document cameras, student headphones, laminator, printers, printer ink, and any other supplies needed to supplement the technology infrastructure at Vista del Monte Elementary School to support student instruction. In addition, Vista del Monte Elementary School will provide instructional materials including, but not limited to additional or supplemental textbooks and workbooks (not adopted textbooks).			
Travel/Conferences: Staff will attend workshops/conferences to support their Tier I and Tier 2 instruction in the classroom.			

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?*
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.			

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

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

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?*
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.			
Vista del Monte Elementary School implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion. Additional playground supervision will be provided before school.			

Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.			
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.			