

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain Vista High School	20-65243-2030138	05/18/2023	12/12/2023

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Graduation rate

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.

District Mission Statement

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectual, social, and personally transformative.

District Vision Statement

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

School Mission Statement

Our school works to instill in its students a sense of pride that inspires them to have confidence in their ability to be successful in school and in life. At Mountain Vista, the school community makes decisions and collectively holds each other accountable. We strive to provide students with the skills and tools necessary to achieve all they are capable of in an environment where both staff and students feel safe and supported by the district.

School Vision Statement

Mountain Vista High School's vision for each regularly attending student is to show measurable growth toward on-time graduation along with college and career readiness based on classes passed, demonstration of professional behavior, and improvement in both local and state exam scores.

Due to the Covid-19 Pandemic, this plan will need to be modified and extended to the 2022-2023 school year.

Mountain Vista High School works with the school and community stakeholders to align the School Plan for Student Achievement to both the LCAP and the school's site goals. All students will be provided with a guaranteed viable curriculum that helps prepare them to be college and career-ready. In order to ensure this learning, we must take into consideration the population of students that we serve. Mountain Vista is a continuation high school whose purpose is to help students recover their educational credits after struggling at the comprehensive high school sites. Most of Mountain Vista's 160 students are behind credits. Moreover, this deficiency in credits represents a gap in the achievement of grade-level standards. The goal of this plan is to support students in achieving grade-level standards, provide intervention for learning gaps, and support the development of college and career readiness.

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

The Strategic Academic Planning (SAP) process helped our school to focus our attention on providing strategic interventions for our students in a timely manner. For the 2022-2023 school year, our SAP/CSI team used pre-pandemic and current data from NWEA results, pass class rates, and suspension rates to determine that there is a need to continue offering interventions for both academics and behaviors. Our previous year's plan focused on academic and behavioral interventions. With suspension rates and student engagement still being a concern, Mountain Vista will continue to develop a comprehensive system of support for both academics and behavior. Our school will continue to implement PBIS and leverage this program as a way to improve behaviors and academics. This past year, our PBIS Leadership and Behavior teams continued their training and implementation through Dr. Hannigan's district workshops. During this training, we revisited Tier I behavior supports, extended behaviors to include distance and hybrid learning, and further developed a system of recognition and rewards for reinforcing school-wide behaviors. We will continue with this process and further develop our Tier II and III levels of support and intervention during the 2022-2023 school year.

Additionally, our SAP/CSI planning team identified a need for teachers to continue with professional learning for student engagement strategies and use of formative assessments to guide their instruction and provide further support for struggling students. We will continue to focus on using formative assessment and best instructional practices for engaging all learners.



Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Mountain Vista uses a variety of ways to collect input from stakeholders about how to improve academic achievement. The school has conducted surveys of parent, teacher, and student groups. In the spring of 2022, students were given a survey that gave them an opportunity to have input in the LCAP areas. Highlights from the results of this survey include instructional strategies that the majority of students marked as helpful. The majority of students report examples/non-examples, step-by-step instructions, teachers modeling responses, teachers providing examples of what work should look like, and group work. 80% of students report that they feel safe everywhere on campus. When asked about why students feel they struggle 61% reported that they do not understand what they are learning. Other areas that students suggested improvements in were better equipment and computers, more restrooms, better desks and chairs, and better school lunches. In the fall of 2020, the results of a Panoramic survey with an emphasis on social/emotional well-being was conducted. The results of this survey showed that 64% of our students felt their was a strong connection between their teacher and student within and beyond the classroom which was higher than the district average. In the area of cultural awareness and action, 62% of our students responded favorably to how often they were able to learn about, discuss, and confront issues of race, ethnicity, and culture in school compared to a district average of 55%. In terms of how our students rated their social and emotional skills, self-management was ranked highest while emotional regulation was lowest. In the social/emotional area, Mt Vista students were comparable to the rest of the district.

Teachers were given a survey to indicate what they thought were the essential instructional strategies and what areas they felt they needed more training in. Teachers identified lesson components such as lesson objective/learning targets, success criteria, activating prior knowledge, and checking for understanding. Common requests for training included strategies for conducting group discussions, formative assessment, and classroom management.

In addition to the teachers' survey, a root cause analysis was conducted with both school and district staff members. In this activity, the root cause of Mountain Vista's graduation rate of 63.2% was analyzed, which is below the 67% required by the state of California in order to not be in Comprehensive School Improvement. The root cause analysis found there are many factors that contribute to Mountain Vista's graduation rate. Some of these factors are within the control of the school such as ensuring that there are comprehensive multiple tiered systems of interventions for both behavior and academics. Other factors that contribute to the school's graduation rate such as the way students are classified in grades by age rather than by credits earned were identified as district-level factors that can be modified to work on classifying students accurately and providing targeted interventions with credit recovery.

Parents are given surveys as part of our SSC/ELAC parent meetings. Parents indicated that having a monthly parent newsletter was a helpful form of communication and recommended that we continue producing this document for next year. Parents also suggested that support staff and teachers needed to improve their level of communication with parents especially after coming back from a distance learning model. Parents also indicated from the needs assessment survey a desire to have training on college awareness and gang prevention. The parents also felt that Mt. Vista was providing a safe learning environment and was focused on helping all students be successful. Parents also recommended that we continue to offer interventions and one on one help for students when they struggle. They also recommended that we continue to offer students both group and individual counseling for social/emotional support and substance abuse counseling.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2021-2022 school year, the goal was to get into every teacher's classroom twice a week. In the classes that were observed, student engagement levels gradually increased as students settled in the classrooms after being away from in person learning for the last year and a half. Student interactions with the teacher were somewhat minimal for about half of the year and then the Spring semester saw an increase in student collaboration and student sharing out loud with the class. The majority of students were still used to login into their google classrooms, review the assignment, and then submit their work without little interaction with other students or their teacher. As mentioned previously, as the year went on, students began to feel comfortable working with partners and sharing out loud with the entire class. Teachers gradually planned for more opportunities for group collaboration and having more student

discourse as they only probationary teachers were observed formally this past academic year. In these classes, student engagement levels could also be improved upon, however, more student interactions were observed with active participation on the part of some learners.

During classroom visitations, overall student engagement had some room for improvement. Coming back from a distance learning model and re-teaching students how to engage in the classroom and with students presented a significant challenge. Students were hesitant to engage with partners due to fear of COVID and just being in to close proximity with other students. The Distance Learning environment was a major pedagogical shift for many of our teachers. Many in-person engagement strategies did not transfer well to the digital platform and moving students from passive to active learning became more of a challenge. Learning was found to be more active in classrooms where collaborative learning and discussion strategies were attempted along with digital teacher tools such as Kami, PearDeck, etc. However, many of the digital programs that were used for intervention were successfully utilized to assist in filling in learning gaps. Many of these software programs were purchased with Title I funds such as iXL, Reading Plus, and Scholastic. Through Google classroom and the use of Zoom, students were able to communicate with their teachers, receive direct instruction and submit their assignments. All departments used innovative and creative ways to digitally deliver their content. During classroom observations, it was noted that students struggled with reading complex texts independently and with completing writing assignments. Classroom observations along with teacher feedback indicated a need for professional learning in the area of student engagement strategies and how to use formative assessments more effectively in guiding instructional practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In Madera Unified School District there is a school planning process that we call the Strategic Academic Plan. For the Strategic Academic Plan (SAP), administrators and teachers from each school review academic achievement and plan accordingly. During the SAP planning process, the team identified students for possible interventions like intensive reading instruction. In addition, to this, we did not use data from the state assessments (CAASPP) because of COVID-19 and instead used the local assessments (NWEA) to measure student growth over time. The results of the NWEA showed many of our students are reading well below their grade level and are in need of targeted reading intervention. Even though the majority of our students are reading below grade level, we saw some significant growth from the beginning of the year. In Reading, during the first administration our students 45.8% were Far Below basic and at the end of the year that percentage was reduced to 27.3% at Far Below Basic. Continuing with the Reading section, at the beginning of the year only 2% were considered Ready and by the end of the year, that percentage increased to 11.4% being Ready. The results also showed gaps in their conceptual understanding of grade level mathematics. Math also had gains from the beginning of the year. 49.2% were Far Below Basic and that was reduced to 36.7% by the end of the year. As far as students being Ready, 1.6% of students in the fall met that category and then we had growth to 4.4% by the end of the year with the biggest gain for students in the "Close to being Ready" from 8.2% to 22.2% by the end of the year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers at Mountain Vista regularly meet in Professional Learning Communities. As a part of these meetings, they conduct a data analysis protocol that requires them to exam data from their curriculum-based assessments and modify instruction accordingly. When designing lessons and interventions, teachers are asked to consider all subgroups such as English Language Learners and Special Education students and use differentiated strategies to ensure equal access to the core curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Mountain Vista's courses are taught by teachers that meet highly qualified status. Professional development is on-going to improve and use best instructional practices. Math, Science, Social Science and English teachers have participated in professional development to ensure that they are using strategies to improve student engagement and achievement. Additionally, all teachers in the Core areas have been provided the opportunity to participate with the District Curriculum Development Team to analyze and further develop the curriculum to meet the needs of all students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

For Math, science, and social science courses, Mountain Vista teachers have been a part of the rigorous curriculum design process that aligns and provides a pacing guide to ensure students have access to common core state standards. During the 2022-2023 school year, Madera Unified will continue the work of revising units of study for English Language Arts, Mathematics and Social Science by participating on the rigorous curriculum design teams. Through teacher surveys and feedback, Mountain Vista teachers have indicated that they need further training in the creation and use of formative assessments, group engagement strategies, and classroom management strategies based on PBIS principles.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Mountain Vista currently has a part-time academic coach. For the 2022-2023 school year, Title I/CSI funds will be used to buy out a teacher's prep period and provide part time coaching for the school. The area of focus for coaching will be in the previously identified areas of formative assessments, engagement strategies, and classroom management based on PBIS strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Mountain Vista teachers meet weekly with core subject professional learning communities (math/science, English language arts, social science). For the 2021-2022 school year, the teachers collaborated in their PLCs and identified 'must know' priority standard(s) that students needed to demonstrate mastery of. They used formative assessments and specific strategies and then shared out their data in regards to what students mastered or did not master and possible next steps in providing interventions. The PLC collaborative work was driven by the four critical questions for learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All courses used core instructional materials that are aligned to the common core state standards. Teachers pace out learning by backwards mapping grade level content standards. Instruction is planned to help students demonstrate mastery of the identified priority standards within each unit of study.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Mountain Vista has core textbook materials for each student that is enrolled. During the fall enrollment period, any shortages are quickly address by the district's curriculum and instruction department. Students also have digital copies of textbooks and supplemental material that students access via google classroom and other district platforms like Clever.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core courses are aligned. Core courses include intervention materials that support struggling students. Students at Mountain Vista are provided additional intervention through programs to remediate for Math and English. iXL was the main program that provided remediation for math and science. Mountain Vista also provided reading intervention through sections of reading lab and Reading Plus for our struggling readers in ELD courses, ELA Courses, and Reading Lab courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Extra instructional minutes within the school day are set aside for small group and to work with students individually. Additionally, built in intervention periods are build within the day to support students.

Evidence-based educational practices to raise student achievement

Teachers have been provided training in collaborative structures, engagement strategies and use of formative assessment. In addition to this, teachers meet in PLCs to share student progress toward learning goals and to plan for strategies to help students that are struggling. Revisiting these strategies will be essential to teach students how to engage after being away from school due to the pandemic.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Mountain Vista provides many resources to assist under-achieving students. The school has a bell schedule that provides extra instructional minutes to target students that are in need of a small group or one on one intervention. This intervention time is provided both within the school day and as an after-school intervention. From 3:30 pm to 4:00pm, teachers are available to provide support for students. In addition, tutoring is available through Mountain Vista's After School Program. During the orientation process, parents are made aware of these services. In addition to this, if students are identified as needing regular support services, a parent conference is held and a schedule is developed to support students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Mountain Vista involves stakeholders in the process of developing and implementing the School Plan for Student Achievement. The School Site Council regularly reviews plan implementation and expenditures. Students are actively involved in Mountain Vista's School Site Council. The English Language Advisory Committee (ELAC) reached out to parents several times during the course of the 21-22 school year to get a needs assessment and get input on what services are needed to help EL students. Teachers are a regular part of the planning process both through regular staff meetings and also through leadership groups like our Strategic Academic Plan (SAP) and Comprehensive School Improvement (CSI)Teams.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

For the 2022-2023 school year, Mountain Vista has designated categorical funding to provide teachers with the opportunity to learn engagement/intervention strategies, PBIS strategies, and formative assessment. To help provide teachers with support, a teacher preparation period will be purchased to allow this staff member to come along side other teachers and provide them with instructional coaching.

Fiscal support (EPC)

Teachers at Mt. Vista meet weekly with their grade level teams by department and also in weekly staff meetings. This time is used to reflect on student data, identify next steps and share best instructional practices. The PLC model is utilized with the Four Critical Questions to guide their discussion and know their students by name and need.

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

At Mountain Vista, the focus of our work has been around two main initiatives that fall under our SPSA and address the areas of the LCAP. Our Strategic Academic Planning Team has focused on how our school intervenes when students are struggling. Specifically, we have worked toward having specific programs in place along with teacher support that will help students who are below grade level move toward being able to meet rigorous grade-level standards. Our SAP team has met and reviewed student achievement data and student pass rates with the intention of examining our intervention programs. Input from the SAP team has validated that we need to continue to refine our work in addressing the needs of struggling learners. In addition to this, our SAP team defined that we need to do more work in the area of motivating students to achieve. Along with our SAP team, we have a PBIS team that is targeting the area of school climate and culture. Our PBIS team wants to collect more input from students through surveys in the area of student motivation and feeling of connectedness to the school. Our PBIS team also identified a need for more dates throughout our 2022-23 calendar that will invite parents onto our campus for a variety of reasons including celebrations of student work. Our input from parents has been through both our formal processes in School Site Council and ELAC and through feedback from parents as they meet with us and discuss the progress of their children. In addition to this, students are an active part of our School Site Council and provide insights into school improvement for both learning outcomes and school climate and culture improvements.

Resource Inequities

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

INCREASED OR IMPROVED SERVICES

As a result of the Strategic Academic Plan process, we were able to identify a student need for providing targeted interventions for any missing conceptual understandings and skill sets due to a history of academic failure, poor attendance, social-emotional struggles, or behavioral challenges. Our team identified two software-based programs to help struggling students. iXL is a software program that is being used in Math, Science, and English with the greatest use of iXL being in the area of math. Teachers are able to use the program to help students practice a concept after direct instruction and also reteach a concept after an assessment. Another way iXL has been used is to help drive instruction. The assessment data results from iXL has enabled our math teachers to identify what students may need help with on a particular skill or math concept. All teachers have been provided training on how to use iXL effectively. The other software program that has been utilized is Reading Plus. This program addresses the needs of struggling readers and provides targeted interventions for increasing reading speed, comprehension, and academic vocabulary. All ELA teachers received Reading Plus training in 2020.

To address the school's suspension rates, a student advocate was hired and has continued to provide additional academic and behavioral interventions, social-emotional support, and community-building activities. Our PBIS team continues to receive training and has further developed our PBIS tiered system of behavioral supports. This past year, the PBIS leadership team expanded the ROAR matrix to include behavior expectations for distance learning and in-person learning online. The team is also in the process of further developing and implementing a schoolwide system of positive behavior interventions and incentives. for the 2022-23 year, the PBIS team will work with teachers to implement Tier 2 interventions school wide.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	1.27%	4.22%		2	7
African American	1.3%	3.16%	3.01%	2	5	5
Asian	%	%	0.6%		0	1
Filipino	%	%	0%		0	0
Hispanic/Latino	94.6%	91.14%	86.75%	141	144	144
Pacific Islander	%	%	0%		0	0
White	2.7%	2.53%	4.22%	4	4	7
Multiple/No Response	1.3%	1.27%	0.6%	2	2	1
	Total Enrollment			149	158	166

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	4	8	7
Grade 11	62	62	68
Grade 12	83	88	91
Total Enrollment	149	158	166

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	27	36	16.1%	17.1%	21.7%
Fluent English Proficient (FEP)	69	63	69	46.3%	39.9%	41.6%
Reclassified Fluent English Proficient (RFEP)	2			8.3%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	73	79	77	0	77	75	0	77	75	0.0	97.5	97.4
All Grades	73	79	77	0	77	75	0	77	75	0.0	97.5	97.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2457.	2504.		0.00	8.00		11.69	18.67		27.27	22.67		61.04	50.67
All Grades	N/A	N/A	N/A		0.00	8.00		11.69	18.67		27.27	22.67		61.04	50.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.63	9.33		56.58	46.67		40.79	44.00
All Grades		2.63	9.33		56.58	46.67		40.79	44.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	5.33		32.89	48.00		67.11	46.67
All Grades		0.00	5.33		32.89	48.00		67.11	46.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.95	0.00		73.68	74.67		22.37	25.33
All Grades		3.95	0.00		73.68	74.67		22.37	25.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.49	12.00		49.35	61.33		44.16	26.67
All Grades		6.49	12.00		49.35	61.33		44.16	26.67

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	73	79	78	0	78	76	0	78	76	0.0	98.7	97.4
All Grades	73	79	78	0	78	76	0	78	76	0.0	98.7	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2435.	2450.		0.00	0.00		0.00	1.32		2.56	9.21		97.44	89.47
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	1.32		2.56	9.21		97.44	89.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		14.10	15.79		85.90	84.21
All Grades		0.00	0.00		14.10	15.79		85.90	84.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	2.63		52.56	51.32		47.44	46.05
All Grades		0.00	2.63		52.56	51.32		47.44	46.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		53.85	43.42		46.15	56.58
All Grades		0.00	0.00		53.85	43.42		46.15	56.58

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	4	4	*
11	*	1537.5	1554.9	*	1518.6	1552.9	*	1556.0	1556.4	7	19	16
12	1561.3	*	1565.8	1549.3	*	1560.7	1572.7	*	1570.2	13	8	19
All Grades										24	31	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	11.11	6.25	*	11.11	31.25	*	61.11	62.50	*	16.67	0.00	*	18	16
12	8.33	*	5.26	50.00	*	63.16	33.33	*	26.32	8.33	*	5.26	12	*	19
All Grades	4.35	10.00	5.56	39.13	23.33	47.22	47.83	53.33	44.44	8.70	13.33	2.78	23	30	36

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	16.67	12.50	*	38.89	56.25	*	22.22	31.25	*	22.22	0.00	*	18	16
12	33.33	*	21.05	41.67	*	57.89	16.67	*	15.79	8.33	*	5.26	12	*	19
All Grades	21.74	10.00	16.67	43.48	40.00	58.33	30.43	30.00	22.22	4.35	20.00	2.78	23	30	36

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	0.00	0.00	*	16.67	18.75	*	66.67	68.75	*	16.67	12.50	*	18	16
12	0.00	*	0.00	25.00	*	31.58	58.33	*	57.89	16.67	*	10.53	12	*	19
All Grades	0.00	3.33	0.00	17.39	23.33	25.00	65.22	56.67	63.89	17.39	16.67	11.11	23	30	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	5.56	6.25	*	61.11	75.00	*	33.33	18.75	*	18	16
12	0.00	*	0.00	75.00	*	94.44	25.00	*	5.56	12	*	18
All Grades	0.00	3.33	2.86	78.26	70.00	85.71	21.74	26.67	11.43	23	30	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	47.06	62.50	*	41.18	31.25	*	11.76	6.25	*	17	16
12	66.67	*	73.68	33.33	*	21.05	0.00	*	5.26	12	*	19
All Grades	63.64	46.43	69.44	31.82	39.29	25.00	4.55	14.29	5.56	22	28	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	11.11	6.25	*	33.33	31.25	*	55.56	62.50	*	18	16
12	8.33	*	5.26	58.33	*	73.68	33.33	*	21.05	12	*	19
All Grades	8.70	10.34	5.56	47.83	37.93	52.78	43.48	51.72	41.67	23	29	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	5.56	6.25	*	88.89	93.75	*	5.56	0.00	*	18	16
12	33.33	*	0.00	66.67	*	94.44	0.00	*	5.56	12	*	18
All Grades	17.39	10.00	2.86	82.61	80.00	94.29	0.00	10.00	2.86	23	30	35

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
158	96.2	17.1	1.3
Total Number of Students enrolled in Mountain Vista High 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	17.1
Foster Youth	2	1.3
Homeless	3	1.9
Socioeconomically Disadvantaged	152	96.2
Students with Disabilities	4	2.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3.2
American Indian	2	1.3
Asian		
Filipino		
Hispanic	144	91.1
Two or More Races	2	1.3
Pacific Islander		
White	4	2.5

Conclusions based on this data:

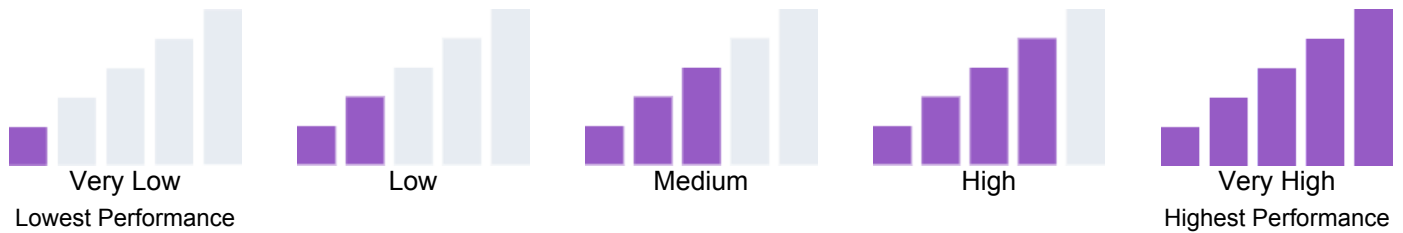
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Low	Suspension Rate Very High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

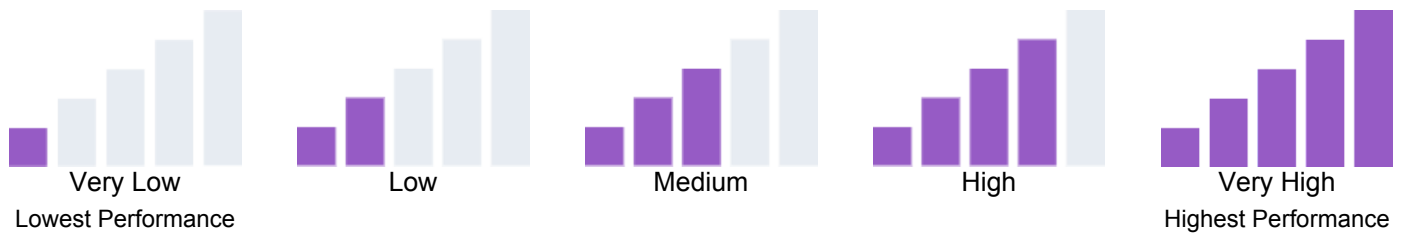
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School and Student Performance Data

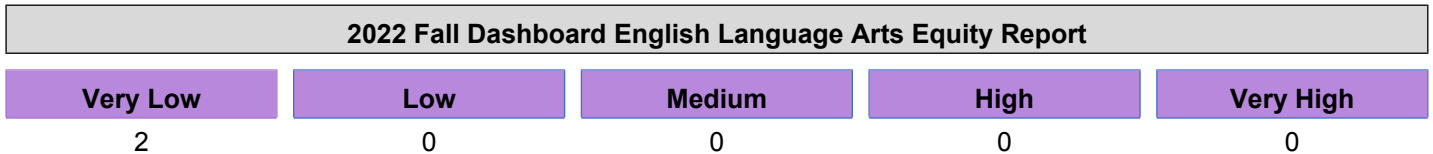
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

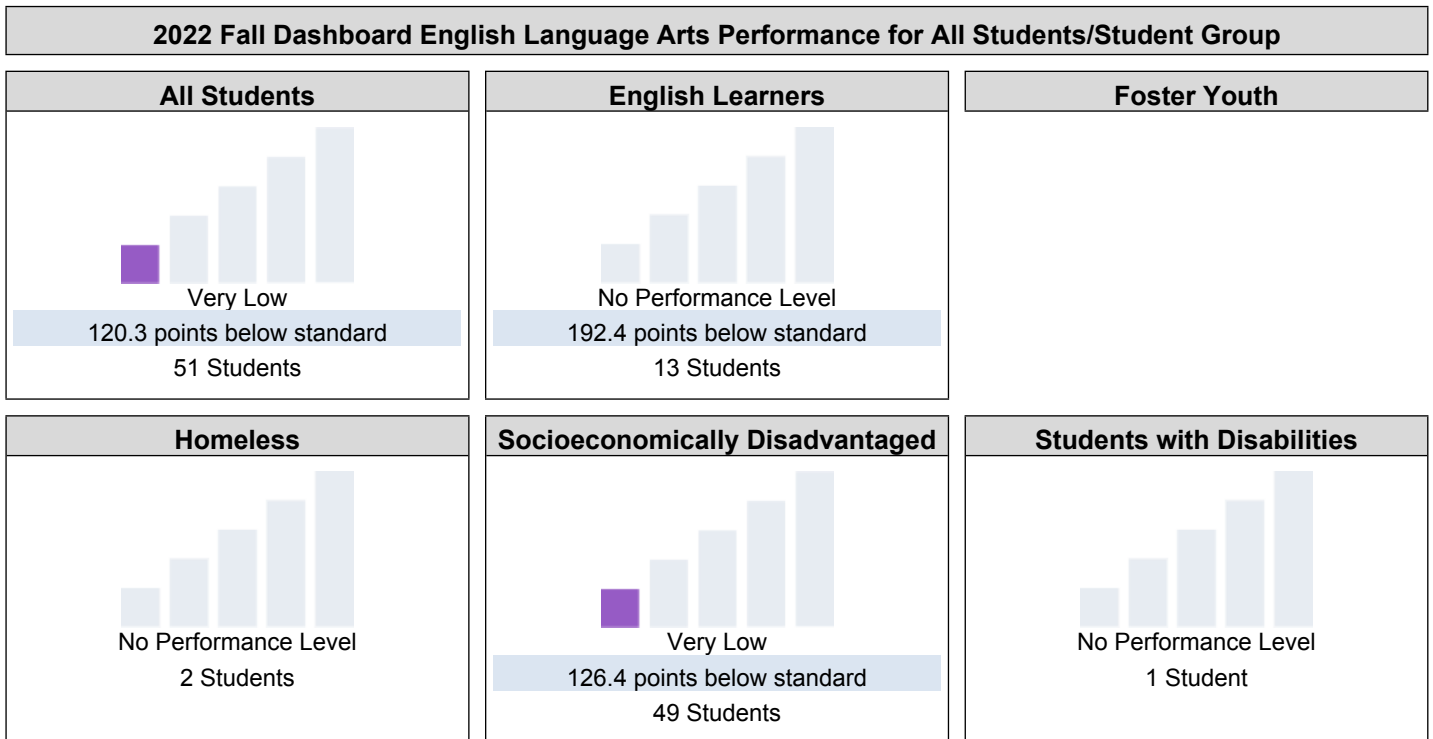
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



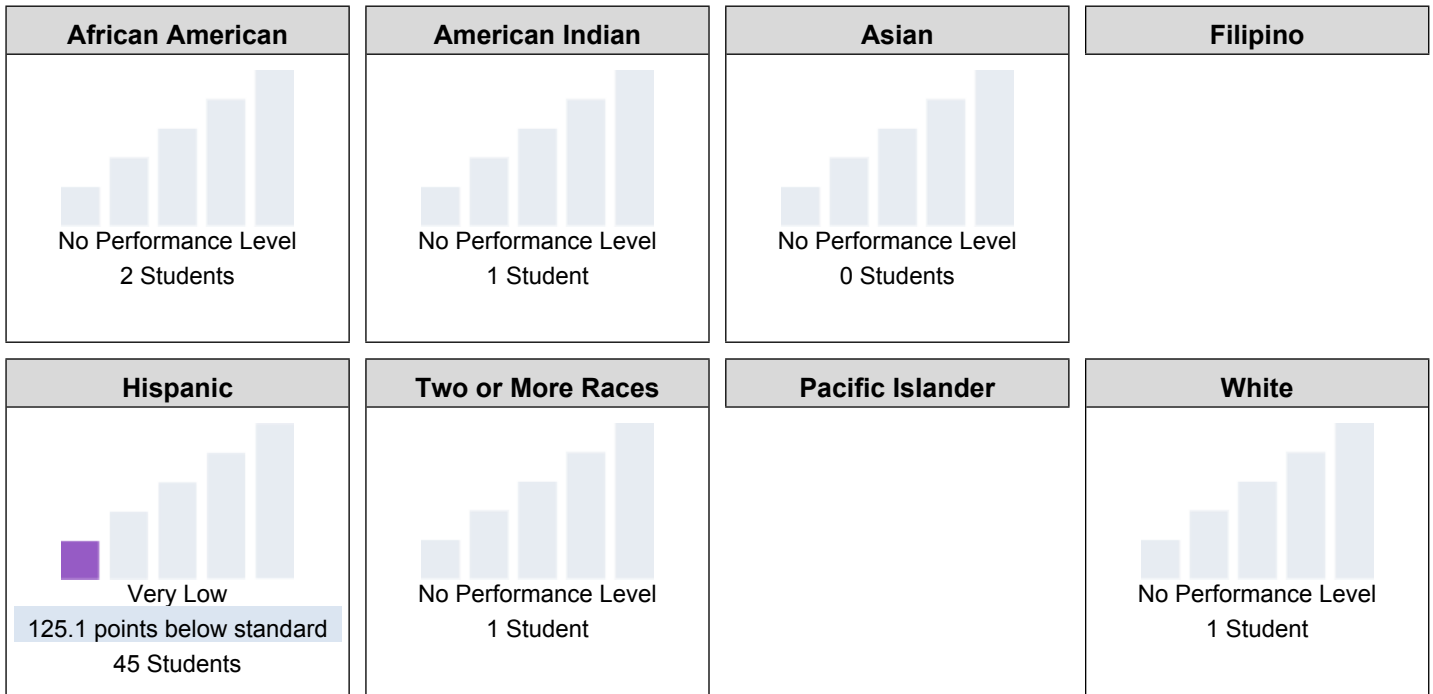
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>205.9 points below standard</p> <p>12 Students</p>	<p>2 Students</p>	<p>109.9 points below standard</p> <p>21 Students</p>

Conclusions based on this data:

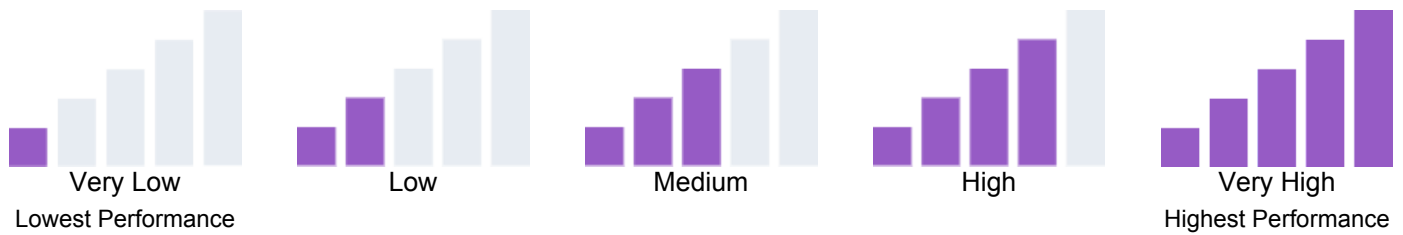
- 1.

School and Student Performance Data

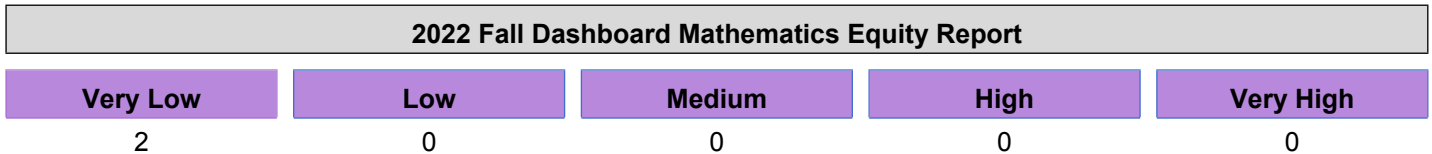
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

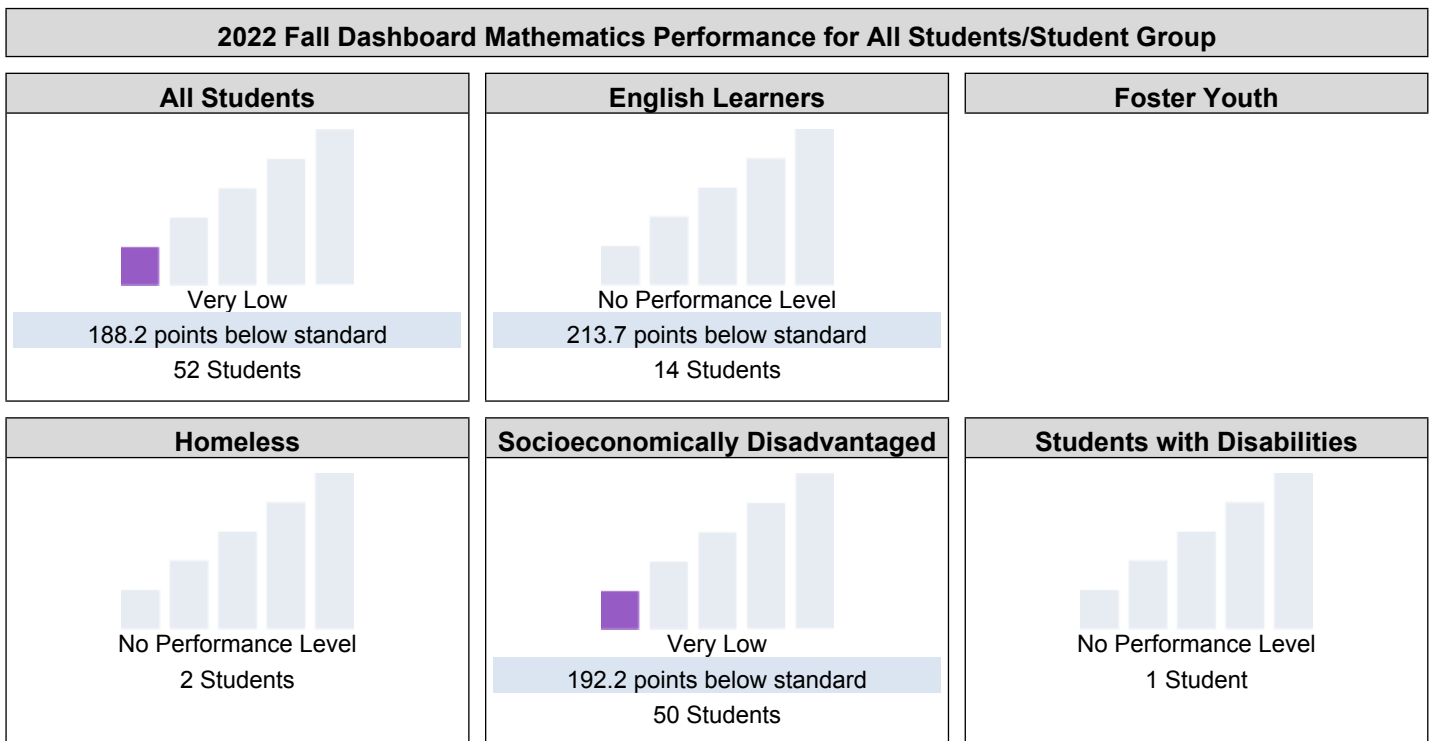
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



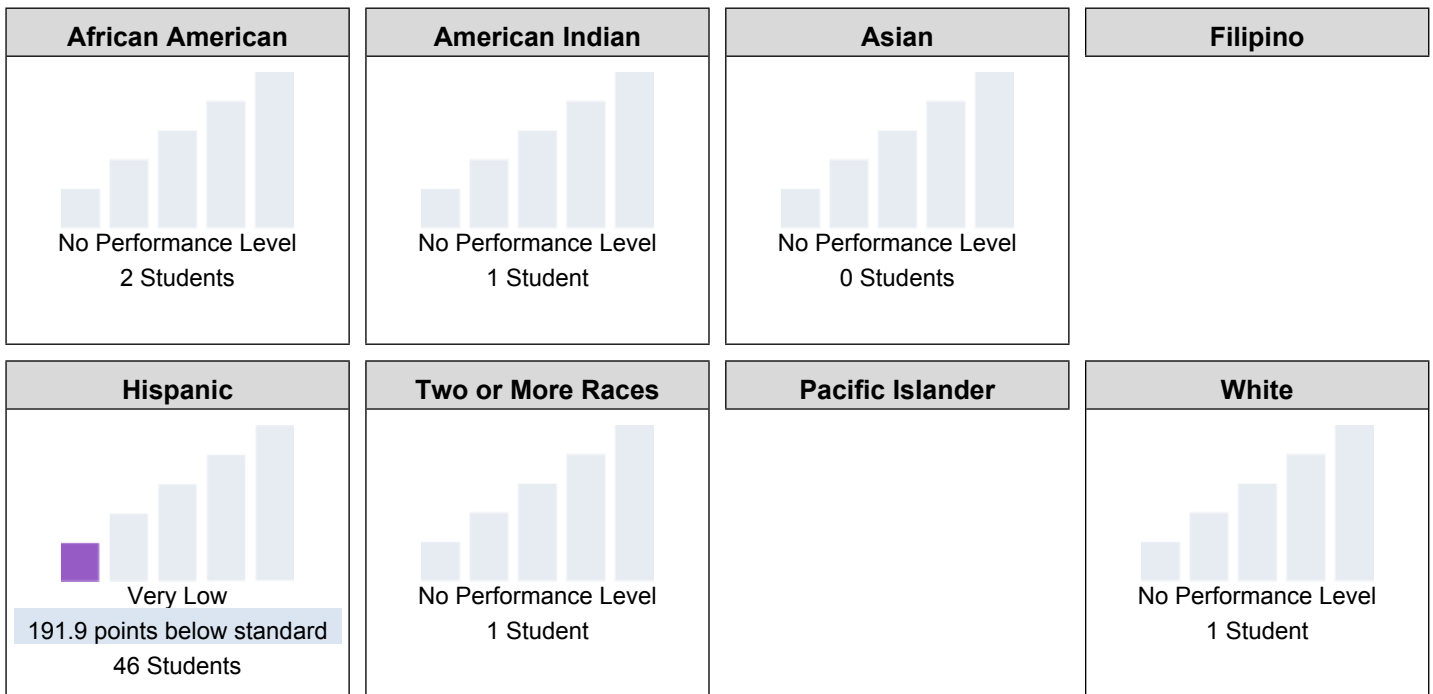
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>227.1 points below standard 12 Students</p>	<p>2 Students</p>	<p>196.1 points below standard 21 Students</p>

Conclusions based on this data:

1.

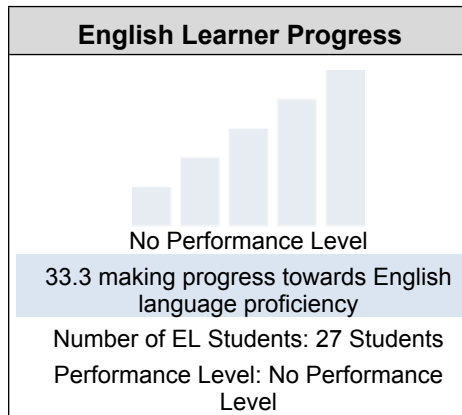
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
29.6%	37.0%	0.0%	33.3%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

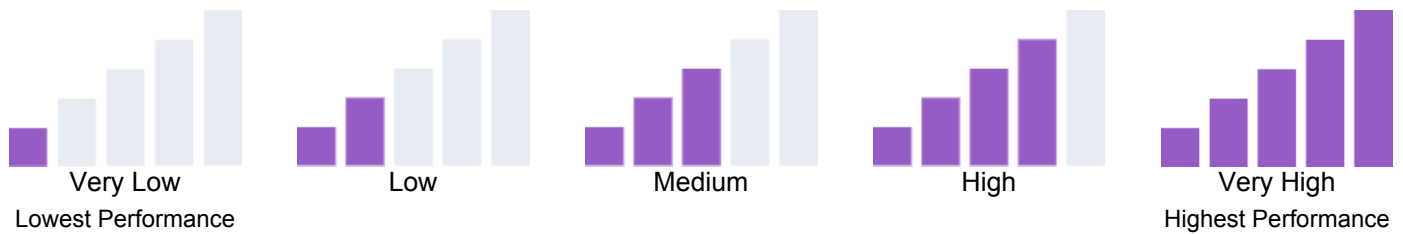
Conclusions based on this data:

- 1.

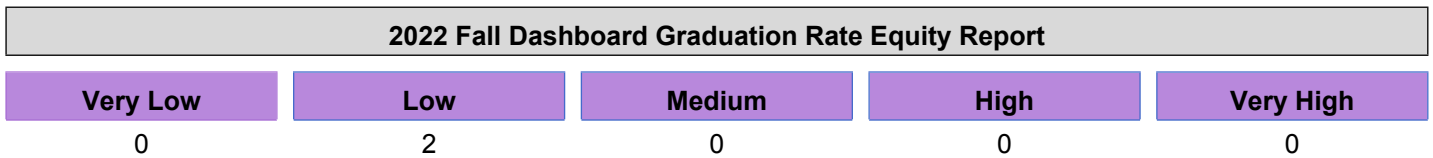
School and Student Performance Data

Academic Engagement Graduation Rate

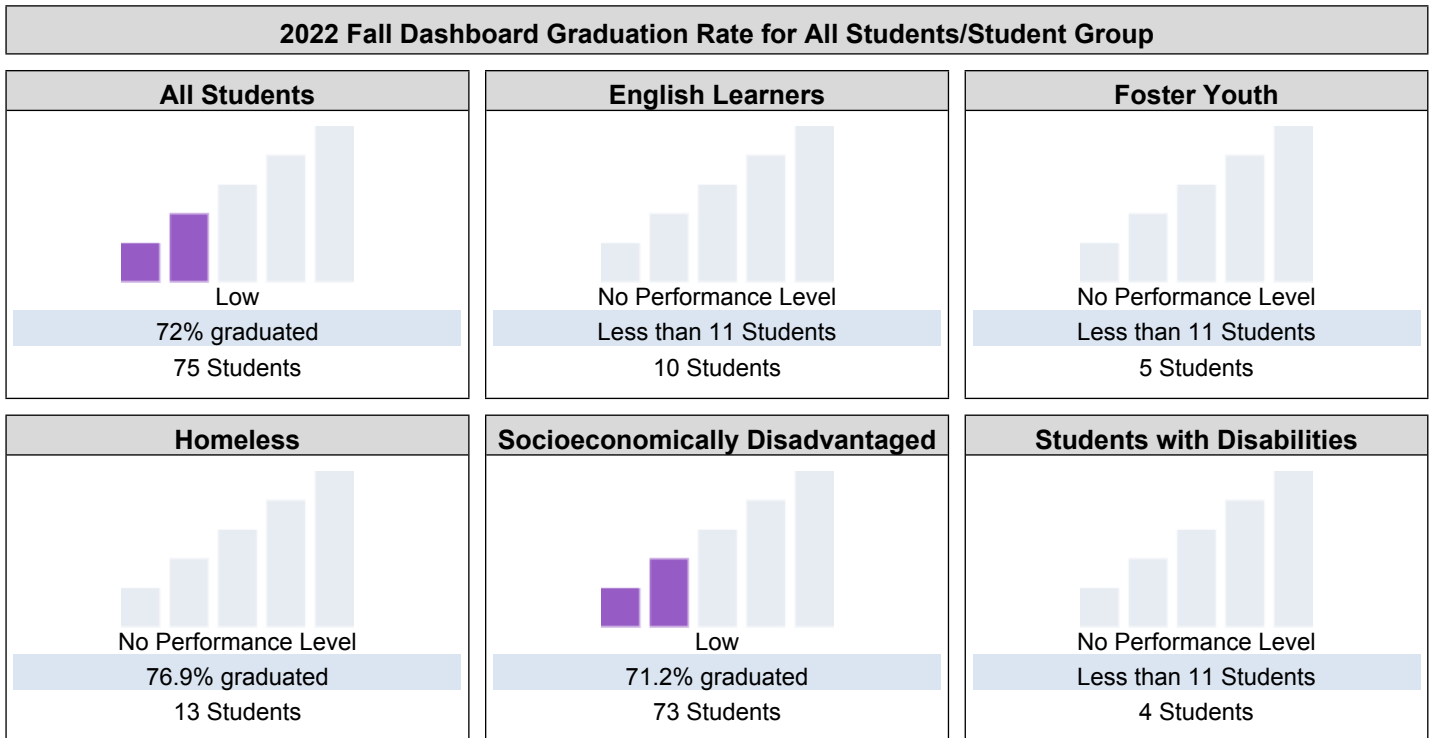
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

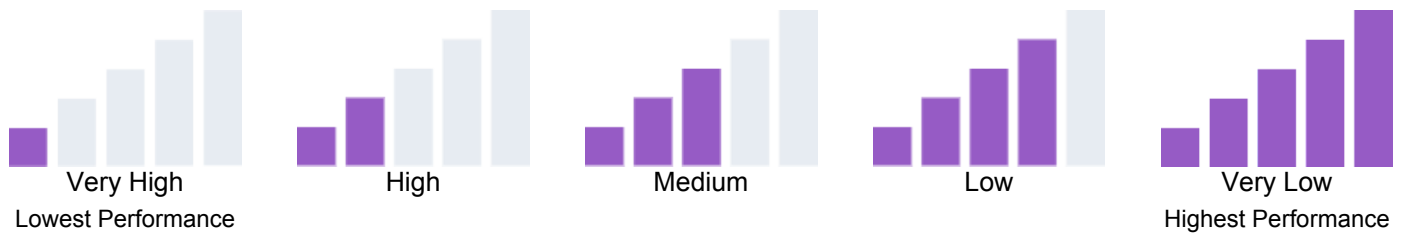
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School and Student Performance Data

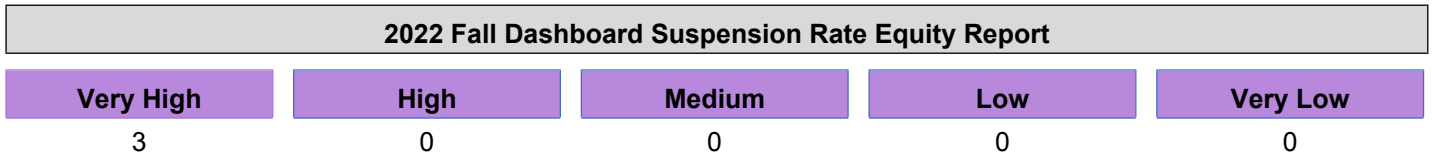
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

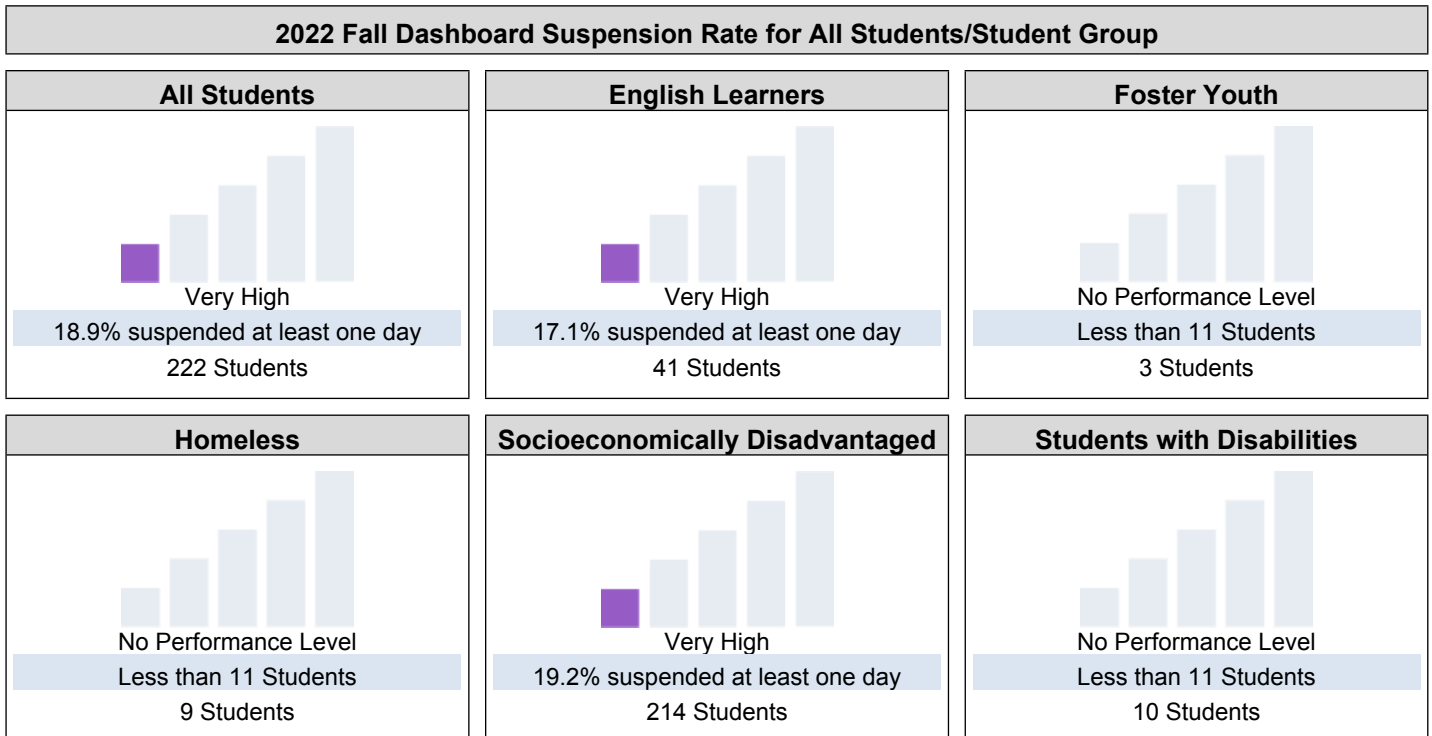
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



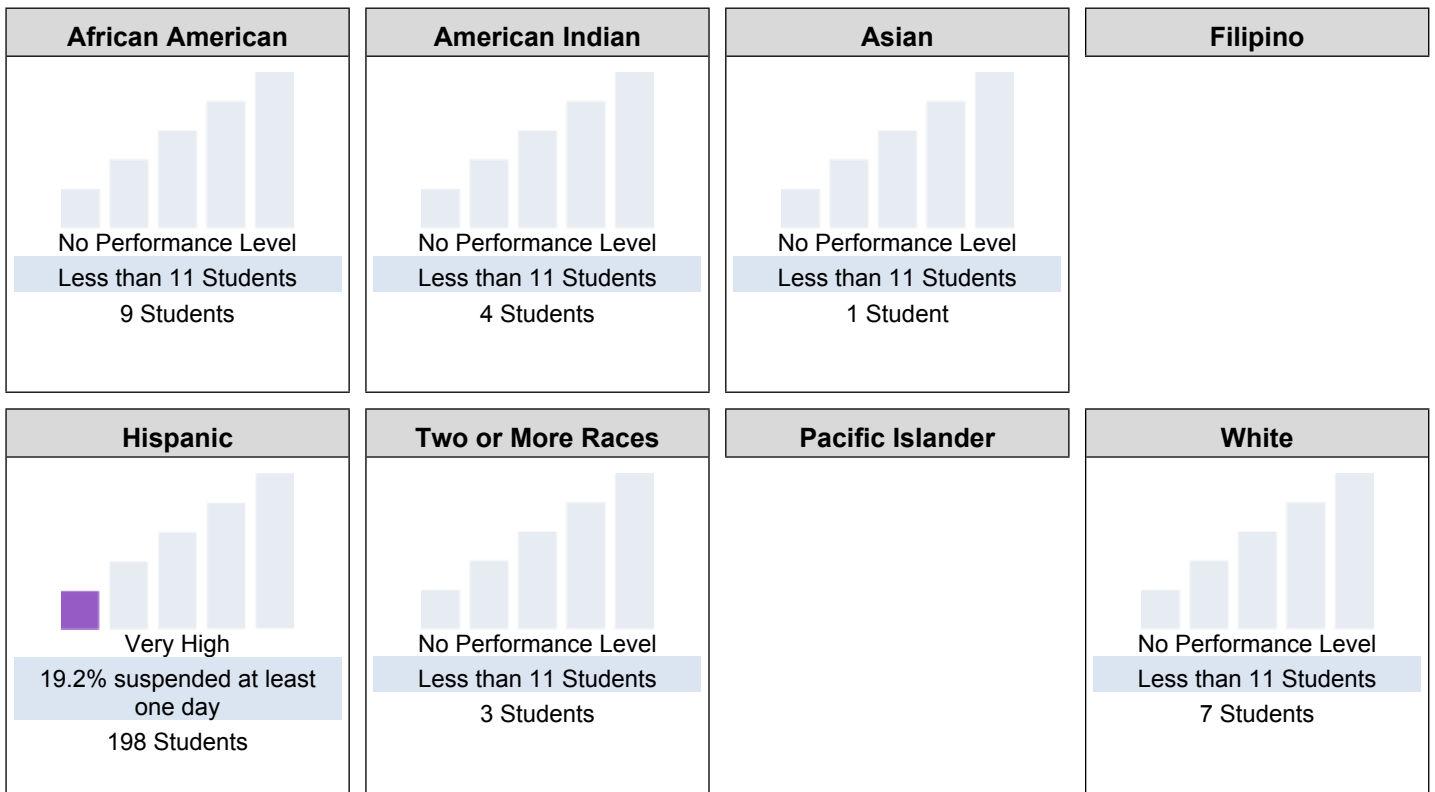
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Meeting	2019-2020: 20 Attendees 2021-2022: 24 Attendees 2022-2023: 40 Attendees	Projected for 2022-2023: 40 Projected for 2023-2024: 50
Back-to-school Attendance	2019-2020: 20 Attendees 2021-2022: 24 Attendees 2022-2023: 40 Attendees	Projected for 2022-2023: 40 Projected for 2023-2024: 50
SSC	2019-2020: 18 Attendees 2021-2022: 20 Attendees 2022-2023: 40 Attendees	Projected for 2022-2023: 20 Projected for 2023-2024: 10
ELAC	2019-2020: 15 Attendees	Projected for 2022-2023: 15

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 20 Attendees 2022-2023: 0 Attendees	Projected for 2023-2024: 10
Active Parent Portal User	142 2019-2020 150 2021-2022	150 2022-2023
Suspension	California Dashboard 2018-2019 =24% suspension rate 2019-2020 = 23.1% suspension rate 2020-2021 = 1.6% suspension rate 2021-2022 = 18.99% Suspension rate 2022-23 = 26.6% Suspension rate	Projected for 2021-2022 = 25% Projected for 2022-2023 = 23% Projected for 2023-2024 = 20%
Expulsion Rate	California Dashboard *2018-2019 = 0.0% Expulsion rate *2019-2020 = 0.90% Expulsion rate *2020-2021 = 0.92% Expulsion rate 2021-2022 = 0.90% Expulsion rate	Projected for 2021-2022 = 1% Projected for 2022-2023 = 1% Projected for 2023-2024 = 1%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 22.7% Chronic Absenteeism Rates *2019-2020 = N/A% Chronic Absenteeism Rates *2020-2021 = 69.3% Chronic Absenteeism Rates 2021-2022 = 60.7% Chronic Absenteeism Rates	Projected for 2021-2022 = 20% Projected for 2022-2023 = 17% Projected for 2023-2024 = 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey/School Climate	10th-12th Grade 2022-2023: School Safety 88%, School Belonging 56%, School Climate 63%, School Engagement 32%	10th-12th Grade Projected for 2023-2024: School Safety 90%, School Belonging 60%, School Climate 66%, School Engagement 35%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Mountain Vista will support a safe and positive learning culture by promoting, teaching, modeling and providing feedback for the ROAR expectations of professionalism (PBIS acronym). Teams of teachers will attend PBIS training in order to further develop Tier 1 interventions and develop Tier 2 & 3 behavior supports and interventions. Teachers will implement PBIS strategies school wide in an effort to create a more positive school culture. The PBIS team will also be reinforcing the ROAR expectations through character development. The team will be utilizing Character Strong curriculum and will focus on eight character traits. Additionally, this team will also promote SEL through the school wide Advisory to further address the social/emotional needs of students. Teachers will provide timely interventions and behavior supports for struggling students. The Student Advocate will play an integral role in supporting the teachers in the classroom. The S.A. will also provide one-on-one and small group counseling sessions through the use of Community Circles and other Restorative Practices. The Student Advocate will also reinforce positive behaviors from the ROAR matrix and provide additional academic supports. Provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,806

Source(s)

Travel & Conference 5200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Strategy/Activity:

Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students. Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,130

Entry Fees 5808 (Title I)

1,100

Rental/Leases/Non-Cap 5600 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases as well as student achievement celebrations. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

676	Supplies 4300 (Parent Ed)
60	Outside Contracted Services 5800 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategy/Activity 1: Travel and conferences for professional learning

What were the activities implemented?
 Teachers were able to attend a PBIS conference so that they can lead the continued implementation of Positive Behavior Interventions and Supports (PBIS) system.

What was not implemented that was in the 2022-23 site plan?
 Travel and conferences for professional learning with instruction and curriculum was limited due to apprehension of attending in person PD due to COVID-19.

What was the overall effectiveness?
 Teachers who attended the PBIS conference were able to lead teachers at MVHS to develop Tier 2 and Tier 3 supports for students.

Strategy/Activity 2: Focus on improving student motivation

What were the activities implemented?
 Teachers were able to implement built in Advisory sessions built in during the day and introduced SEL lessons to improve student motivation.

Strategy/Activity 3: Focus on Parent Involvement

What were the activities implemented?
 We were able to hold successfully our Back to School Night and Open House. We had a good participation rate.

What was not implemented that was in the 2022-23 site plan?
 Focus on improving student motivation.

What was the overall effectiveness?
 NA

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

Strategy/Activity 1

What were the Actions/Activities/Strategies? Travel and conferences for professional learning

Allocation: \$ 2,207

Estimated Actuals: \$2,006.42

Was there a difference? \$.58

Why or Why not? N/A

Strategy/Activity 2

What were the Actions/Activities/Strategies? Focus on improving student motivation

Allocation: \$1,329

Estimated Actuals: \$1,047.22

Was there a difference? \$281.78

Why? N/A

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

Strategy/Activity 1

What were the Actions/Activities/Strategies? Travel and conferences for professional learning

Keep? Delete? Modify? (Increase or decrease funding)

This action will remain the same for the coming school year.

What were the factors that lead you to this decision?

The goal of creating a positive school culture, raising student engagement and providing positive behavior support will continue as a focus for Mt. Vista.

Strategy/Activity 2

What were the Actions/Activities/Strategies? Focus on improving student motivation

Keep? Delete? Modify? (Increase or decrease funding)

This action will remain the same for the coming school year.

What were the factors that lead you to this decision?

The goal of creating a positive school culture, raising student engagement and providing positive behavior support will continue as a focus for Mt. Vista. Our Panorama data results show that students who attend at MVHS feel that School is Safe (88%), they feel a sense of belonging (56%), overall School Climate is positive (63%), and the School Engagement is positive (32%). All these percentages are significantly above what the district average is.

Mountain Vista High School will continue to develop and implement PBIS strategies with the goal of increasing student attendance and positive behaviors, decreasing suspensions and fostering a positive school culture. We will continue to provide professional learning opportunities for teachers to increase student engagement, motivation and interventions. Training for Professional Learning Communities will also be provided to the staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-22 Percent of Students that Met or Exceeded ELA Standard Grade 11: 11%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: 27% 2023-2024 Percent of Students that Meet or Exceed ELA Standard Grade 11: 27%
CAASPP SBAC MATH	2021-22 Percent of Students that Met or Exceeded Math Standard Grade 11: 0%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: 1% 2023-2024 Percent of Students that Meet or Exceed Math Standard Grade 11: 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment READING (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 6.3% Winter 2022: 12.1% Spring 2022: 13.7% Fall to Spring % Met Best Growth Target 23.81%	NWEA Reading BEST Growth Target Fall 2021/2022: 23.81% Fall 2022/2023: 42.54% Fall 2023/2024: 61.27% Fall 2024/2025: 80%
Local Interim Assessment MATH (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 1.6% Winter 2022: 4.96% Spring 2022: 4.4% Fall to Spring % Met Best Growth Target 47.37%	NWEA Math BEST Growth Target Fall 2021/2022: 34.09% Fall 2022/2023: 49.39% Fall 2023/2024: 64.70% Fall 2024/2025: 80%
English Learner progress (ELPAC)	10th-12th Grade 2021-2022-Percent of students that scored a Level 4: 11.11% 2022-2023-Percent of students that scored a Level 4: 6%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 11% Goal: Percent of students that score a Level 4 on 2023-2024 ELPAC: 11%
Reclassification Rate	10th-12th Grade: 2021-2022 Reclassified Students: 1 2022-2023: 2	2022-2023: 3 2023-2024: 5 2024-2025: 8
College & Career Readiness	Number of students considered "Prepared" on the College/Career Indicator: 2020 school year: 2 students The College/Career Indicator was suspended for the 2021 school year.	2022-2023: 3 2023-2024: 5 2024-2025: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD

Intervention/Universal Access.

- * All students will have equal opportunities to research based interventions through universal access - small group instruction.
- * Provide professional development to support effectively implementing intervention in the classroom.

Reading Lab Teachers:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.

- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents, students, and relevant school staff. Establish progress and work with teachers to ensure implementation. Provide academic and behavioral support Shadow students in class. Conduct home visits, Small group, and individual interventions.

Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Intervention Specialist will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Intervention Specialist will manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Outside contracted consultant:

Contract with an outside resource to enhance the education of our students. For example, art or science lessons.

- * To support language development & math concepts.
- * To improve student attendance.
- * To build motivation and confidence in students who may struggle in academic areas.
- * To support learning through a variety of modalities.
- * To provide authentic experiences to promote writing.
- *Purchase signage to promote PBIS Motto and Goals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,229	Certificated Subs 1125 (Title I)
592	Unfunded (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental Instructional supplies, books and reference materials and duplication/Print shop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

*Identify materials to support below, at, above lexile levels and provide intervention to meet the needs of students:
(August 2021)

*Research standards-based materials and research-based materials (on-going)

Duplication/Print shop:

Money will be allocated when funds become available.

CSI Plan:

Purchase materials to support academic and behavioral interventions which includes software licenses and other instructional resources to address the needs of underperforming students in ELA, ELD and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,565

Comp. Hardware/Software Maintenance &
License 5885 (Title I)

16,333

Instructional Supplies 4310 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity:

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Purchase technology and supplemental materials:

- * Purchase technology to support technology goals.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

450

Comp. Hardware under \$500 4385 (Title I)

1,355

Comp. Hardware \$500-\$5,000 4485 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategy/Activity 1

Certificate subs, extra time, and other salaries

What were the activities implemented?

Other salaries: We were able to provide opportunities for additional Tutoring via the Panther Den on Saturday's. Teachers helped our students who were struggling with the subject matter, homework, and assignments.

What was not implemented that was in the 2022-23 site plan?

Certificate subs,
extra time,

Some teachers were able to have some release time to participate in Professional Development opportunities. PD opportunities were relevant to teacher needs with curriculum and instruction.

What was the overall effectiveness?

Students received support in their educational goals and they were able to earn more credits with the extra opportunities to receive individualized assistance via the Saturday Panther Den. Mt. Vista would like to replicate this for next year's plan. Utilizing more than one teacher to assist with this activity.

Strategy/Activity 2

Instructional Supplies/Computer Hardware

What were the activities implemented?

We were able to renew iXL, Kami, and Newsela to support student development in Language Arts and Mathematics.

What was not implemented that was in the 2022-23 site plan?

Instructional Supplies

The District office provides funds from COVID relief. These funds need to be expended before Title I funds.

What was the overall effectiveness?

NA

Some of the services initially planned to be covered via Title 1 funds were transferred over to the CSI budget and expenses covered there. Teachers preps were bought out to provide build in intervention during the day to support students earn all credits enrolled in and then to also enroll in Edgenuity courses to earn additional credits. As mentioned previously, students who attended the Saturday Panther Den were able to pass their Terms and earn credits. EL students were able to utilize Reading Plus to help with improvement in reading and all students were able to utilize iXL to improve their math skills.

For the 2022-2023 school year, our plan for improvements centered around student engagement, formative assessment and interventions to meet the needs of our students. Teachers have attended PLC learning opportunities, PBIS training, CDT training/participation, Reading Plus and ERWC training. Math, Science and Social Science teachers have were all part of ongoing curriculum design teams at the district level. Site licenses for iXL and Reading Plus were purchased and these programs were implemented. Additional instructional supplies have been purchased including but not limited to reading resources and hands-on resources for science and math.

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

Strategy/Activity 1

What were the Actions/Activities/Strategies?

Allocation:

Certificate subs \$1,229

Estimated Actuals:\$0

Difference Certificate subs \$ 1,229

Extra time \$ 592

Estimated Actuals: \$315

Difference Certificate Time \$ 277

Other salaries \$0

Estimated Actuals: \$0

Difference Certificate subs \$0

Why or Why not is there s difference in the allocation and expenditure? Some of the services initially planned to be covered via Title 1 funds were transferred over to the CSI budget and expenses covered there. Teachers preps were bought out to provide build in intervention during the day to support students earn all credits enrolled in and then to also enroll in Edgenuity courses to earn additional credits

Strategy/Activity 2

What were the Actions/Activities/Strategies?

Instructional Supplies

Allocation: \$ 14,000 Estimated Actuals: \$12,759

Was there a difference? \$1,240

Why? Used alternative funding source provided to us by the district that were tied to COVID allocations. We also utilized some of our general fund to cover expenses in this area.

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.

Strategy/Activity 1

What were the Actions/Activities/Strategies? Certificate subs, extra time, and other salaries

Keep? Delete? Modify? (Increase or decrease funding)

The activities for this goal will change slightly. We will allocate funding for certificated subs, extra time, and for materials and supplies. We will defer the salaries to CSI funding so that we can still offer the built in intensive intervention an opportunities to participate in Edgenuity during the day.

What were the factors that lead you to this decision?

There continues to be a need for certificated substitute teachers to allow teachers to have time for professional development. Furthermore, students benefit greatly from Saturday School tutorial sessions that provide intensive intervention to allow for more credit completion opportunities.

Strategy/Activity 2

What were the Actions/Activities/Strategies? Instructional Supplies

Keep? Delete? Modify? (Increase or decrease funding)

Would remain the same for instructional supplies.

What were the factors that lead you to this decision?

Ongoing instructional classroom support and building of foundational skills so that students can access the core curriculum. Supplemental materials will be utilized in conjunction with district adopted standards based curilumn.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

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	\$35,296
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,296.00

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 (\$)
------------------	-----------------

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

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 (\$)
Certificated Subs 1125 (Title I)	\$1,229.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$1,355.00
Comp. Hardware under \$500 4385 (Title I)	\$450.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,565.00
Entry Fees 5808 (Title I)	\$3,130.00
Instructional Supplies 4310 (Title I)	\$16,333.00
Outside Contracted Services 5800 (Parent Ed)	\$60.00
Rental/Leases/Non-Cap 5600 (Title I)	\$1,100.00
Supplies 4300 (Parent Ed)	\$676.00
Travel & Conference 5200 (Title I)	\$2,806.00
Unfunded (Title I)	\$592.00

Subtotal of state or local funds included for this school: \$35,296.00

Total of federal, state, and/or local funds for this school: \$35,296.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Alan Hollman	Principal
Shelly Huerta	Other School Staff
Pam Alcott	Classroom Teacher
Mary Jorgensen	Classroom Teacher
Juan Avitia	Classroom Teacher
Theresa Mac Eacheron	Classroom Teacher
Karen Vasquez	Secondary Student
Casandra Avilia	Secondary Student
Kevaugh Robertson	Secondary Student
Adam Melchor	Secondary Student
Ms. Somonte	Parent or Community Member
Mrs. Hernandez	Parent or Community Member
Jazmine Castillo	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2021.

Attested:



Principal, Alejandro Juarez on 5/20/2021

SSC Chairperson, Cassandra Avilia on 5/20/2021

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mountain Vista High School

Funding Source: Certificated Subs 1125 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,229.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum</p> <p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD <p>Intervention/Universal Access.</p> <ul style="list-style-type: none"> * All students will have equal opportunities to research based interventions through universal access - small group instruction.

* Provide professional development to support effectively implementing intervention in the classroom.

Reading Lab Teachers:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

* Collaboratively review and analyze data with staff to identify student needs and supports.

* Identify academic need and create appropriate instructional groups.

* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.

* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

* Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.

* Organize, schedule, facilitate and/or attend SST/COST meetings with parents.

* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents, students, and relevant school staff. Establish progress and work with teachers to ensure implementation. Provide academic and behavioral support Shadow students in class. Conduct home visits, Small group, and individual interventions.

Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Intervention Specialist will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education

training modules, meetings, workshops and make direct referrals to agencies. Intervention Specialist will manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Outside contracted consultant:
 Contract with an outside resource to enhance the education of our students. For example, art or science lessons.
 * To support language development & math concepts.
 * To improve student attendance.
 * To build motivation and confidence in students who may struggle in academic areas.
 * To support learning through a variety of modalities.
 * To provide authentic experiences to promote writing.
 *Purchase signage to promote PBIS Motto and Goals

Certificated Subs 1125 (Title I) Total Expenditures: \$1,229.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware \$500-\$5,000 4485 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$1,355.00

Strategy/Activity:

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Purchase technology and supplemental materials:

- * Purchase technology to support technology goals.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$1,355.00

Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware under \$500 4385 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$450.00

Strategy/Activity:

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Purchase technology and supplemental materials:

- * Purchase technology to support technology goals.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$450.00

Comp. Hardware under \$500 4385 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware/Software
Maintenance & License 5885 (Title I)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$7,565.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/Print shop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

*Identify materials to support below, at, above lexile levels and provide intervention to meet the needs of students:
(August 2021)

*Research standards-based materials and research-based materials (on-going)

Duplication/Print shop:
Money will be allocated when funds become available.

CSI Plan:
Purchase materials to support academic and behavioral interventions which includes software licenses and other instructional resources to address the needs of underperforming students in ELA, ELD and Math.

Mountain Vista High School

Entry Fees 5808 (Title I) Total Expenditures: \$3,130.00

Entry Fees 5808 (Title I) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$16,333.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/Print shop.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

*Identify materials to support below, at, above lexile levels and provide intervention to meet the needs of students:
(August 2021)

*Research standards-based materials and research-based materials (on-going)

Duplication/Print shop:
Money will be allocated when funds become available.

CSI Plan:
Purchase materials to support academic and behavioral interventions which includes software licenses and other instructional resources to address the needs of underperforming students in ELA, ELD and Math.

Mountain Vista High School

Instructional Supplies 4310 (Title I) Total Expenditures: \$16,333.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Outside Contracted Services 5800 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$60.00		Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases as well as student achievement celebrations. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.

Outside Contracted Services 5800 (Parent Ed) Total Expenditures: \$60.00

Outside Contracted Services 5800 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Rental/Leases/Non-Cap 5600 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$1,100.00

Strategy/Activity:
 Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students. Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Rental/Leases/Non-Cap 5600 (Title I) Total Expenditures: \$1,100.00

Rental/Leases/Non-Cap 5600 (Title I) Allocation Balance: \$0.00

Funding Source: Supplies 4300 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$676.00

Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases as well as student achievement celebrations. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.

Supplies 4300 (Parent Ed) Total Expenditures: \$676.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$2,806.00

Mountain Vista will support a safe and positive learning culture by promoting, teaching, modeling and providing feedback for the ROAR expectations of professionalism (PBIS acronym). Teams of teachers will attend PBIS training in order to further develop Tier 1 interventions and develop Tier 2 & 3 behavior supports and interventions. Teachers will implement PBIS strategies school wide in an effort to create a more positive school culture. The PBIS team will also be reinforcing the ROAR expectations through character development. The team will be utilizing Character Strong curriculum and will focus on eight character traits. Additionally, this team will also promote SEL through the school wide Advisory to further address the social/emotional needs of students. Teachers will provide timely interventions and behavior supports for struggling students. The Student Advocate will play an integral role in supporting the teachers in the classroom. The S.A. will also provide one-on-one and small group counseling sessions through the use of Community Circles and other Restorative Practices. The Student Advocate will also reinforce positive behaviors from the ROAR matrix and provide additional academic supports. Provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support.

Travel & Conference 5200 (Title I) Total Expenditures: \$2,806.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Funding Source: Unfunded (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$592.00		Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one

prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD

Intervention/Universal Access.

- * All students will have equal opportunities to research based interventions through universal access - small group instruction.
- * Provide professional development to support effectively implementing intervention in the classroom.

Reading Lab Teachers:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.

- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Intervention Specialist:

To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents, students, and relevant school staff. Establish progress and work with teachers to ensure implementation. Provide academic and behavioral support Shadow students in class. Conduct home visits, Small group, and individual interventions. Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Intervention Specialist will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Intervention Specialist will manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Outside contracted consultant:

Contract with an outside resource to enhance the education of our students. For example, art or science lessons.

- * To support language development & math concepts.
- * To improve student attendance.
- * To build motivation and confidence in students who may struggle in academic areas.
- * To support learning through a variety of modalities.
- * To provide authentic experiences to promote writing.

Unfunded (Title I) Total Expenditures:	\$592.00
Unfunded (Title I) Allocation Balance:	\$0.00
Mountain Vista High School Total Expenditures:	\$35,296.00