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	20-65243-0123620	April 4, 2019	June 25, 2019

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

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 deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

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 will be a safe, efficient, consistent environment with clear expectations that are supported by accountability. Our school will inspire students to reconnect with the educational process with learning and teaching that support vocational and academic areas in order to prepare students for life beyond high school.

2017-20 Plan Summary

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 learning a rigorous content that prepares them to be college and career ready is the main focus of our work at Mountain Vista High School. 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 educations after struggling at the comprehensive high school sites. Most of Mountain Vista's 165 students are behind credits. Moreover, this deficit in credits represents a gap in achievement of grade level standards. The goal of this plan is to support students in achieving grade level standards, provide intervention for learning skill 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. For the 2019-2020 school year, our Strategic Academic Planning team used data from NWEA results, pass class rates, and suspension rates to determine that we need to continue to work to offer interventions for both academics and behaviors. Our previous year plans focused on Academic intervention, but school's sharp increase in suspension rates called out the fact that Mountain Vista needs work toward providing a comprehensive system of support for both academics and behavior. Our school has been working to reworking our PBIS work. We assembled a new team and attending year 1 training. During this training we established our matrix of behaviors and began the planning process for providing an system of recognitions and rewards for appropriate behaviors.

In addition to this, our SAP planning team identified that teachers needed more support with using formative assessments to guide instruction, identify struggling learners, and provide differentiated instruction.

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 2019, 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 has 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.

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, activating prior knowledge, checking for understanding, and group discussions. Common requests for training included group and discussion training, formative assessment training, and classroom management training.

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 is a comprehensive multiple tiered system of interventions for both behavior and academics. Other factors that contribute to the school's graduation rate such as the the way students are classified in grades by age rather than by credits earned were identified as district level factors.

Parents are given surveys as part of our SSC/ELAC parent meetings. Parents indicated what they felt their students need to be successful and also what parents need more information about to help their children be successful. Parents want more one on one help for students when they struggle. They also report wanting more individualized academic counseling opportunities.

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 2018-2019 school year the goal was to get into every teacher's classroom twice a week. This goal was met during some weeks but not in others. During the fall semester, teachers were visited at least once a week and many times twice a week. Spring semester started off in the same fashion with visits happening at least once a week. As the Spring semester progressed and formal evaluations were due, regular classroom visits to all teachers were less frequent to allow administration to complete formal observations and evaluations.

During classroom visits, overall students were found to be engaged. Learning was found to be more obvious in classrooms were group learning and discussion strategies were used as engagement strategies. On average 8 out of 12 of Mountain Vista's teachers regularly had students engage in discussions about what they are learning which was an increase over last years use of this strategy. Students are often using technology. They use programs that we have purchased with title 1 funds such as iXL and Reading Plus and they communicate with and turn in assignments to teachers using Google. Social Science teachers assign more traditional read out of the textbook assignments while, English, math, and science use core texts in more creative ways. During classroom observations, it was noted that students struggle with reading complex texts independently and writing assignments are difficult for them. Classroom observations along with teacher feedback from survey indicates that teachers need more training how to regularly use formative assessment to guide instruction.

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 use the data from both state assessments (CAASPP) and local assessments (NWEA) to see how our school is doing in helping students grow over all. For example, we saw many students grow in their RIT score from NWEA from the fall administration to the winter administration. There are still students, however, are struggling with being able to work at grade level in English and math.

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 which requires them to exam data from their curriculum based assessment and modify instruction accordingly. Teachers are asked to report overall results and results for subgroups such as English Language Learners and Special Education students. Teachers also must write a plan for intervening for students that are struggling.

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 on-going professional development is provided to teachers. Math, science, and English teachers have participated in professional development to ensure that they are using strategies to improve student achievement.

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

For both math and science courses, Mountain Vista teachers have been a part of rigorous curriculum design process that aligns and provides a pacing guide to ensure student have access to common core state standards. During the 2019-2020 school year, Madera Unified will begin the work of revising its English Language Arts standards using the rigorous curriculum design process. Through teacher surveys, Mountain Vista teachers have indicated that they nee training in formative assessments, group engagement strategies, and classroom management strategies/PBIS strategies.

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

Mountain Vista currently does not have an instructional coach. For the 2019-2020 school year, title 1 funds will be used to buy out a teacher's prep period and provide part time coaching for the school. This teacher has previous coaching experience and is well respected among staff members. The area of focus for the coaching will be those identified in the teacher survey (formative assessments, group engagement strategies, and classroom management/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 2018-2019 school year, the teachers collaborated in their PLCs a power standard that they identified students need help in. These used formative assessments and specific strategies and then shared out their data in regards to what students mastered or did not master.

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 in the backwards mapping process.

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

NA

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

NA

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.

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. Mountain Vista also provided reading intervention through sections of reading lab.

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 instruction.

Evidence-based educational practices to raise student achievement

Teachers have been provided training in group structures and formative assessment strategies. 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.

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 small group or one on one intervention. This intervention time is provided both within the school day and as an after school intervention. From 3:00 pm to 3:40 pm , teachers are available to provide support for students. In addition to this 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 Single 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 reached out to parents several times during the course of the 18-19 school year to get a needs assessment and get input on what services are needed to help students. Teachers are regular part of the planning process both through regular staff meetings and also through specialized groups like our Strategic Academic Plan Team.

<u>Funding</u>

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

For the 2019-2020 school year, Mountain Vista has designated funds so that teachers could get support in engagement/intervention, PBIS strategies, and formative assessment. To help provide this support, a teacher preparation period will be purchased to allow this staff member to support other teachers in these strategies.

Fiscal support (EPC)

Stakeholder 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 that along with teacher support will help students that 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 PBIS team that is working toward 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 through out our 2019-2020 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 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 that our students need to be provided targeted interventions for the concepts and skills they have missed out on due to 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 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 math teachers know ahead of an assessment that students need help with a skill or concept based on iXL results. All teachers were provided training in how to use iXL.

To address the schools sharp increase in suspensions, a student advocate has been hired and the staff has attended PBIS training.   The PBIS leadership training is in the process of planning and implementing a schoolwide system of positive behavior interventions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	%	%	0.61%			1
African American	0.7%	%	1.22%	1		2
Asian	%	%	1.22%			2
Filipino	%	%	%			
Hispanic/Latino	96.1%	98.1%	94.51%	146	157	155
Pacific Islander	%	%	%			
White	3.3%	1.9%	2.44%	5	3	4
Multiple/No Response	%	%	%			
			Total Enrollment	152	160	164

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Grade 10	25	15	20
Grade 11	49	57	56
Grade 12	78	88	88
Total Enrollment	152	160	164

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	42	45	30	27.6%	28.1%	18.3%
Fluent English Proficient (FEP)	76	85	97	50.0%	53.1%	59.1%
Reclassified Fluent English Proficient (RFEP)	12	7		26.1%	16.7%	0

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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	74	73	64	66	69	60	62	69	60	89.2	94.5	93.8
All Grades	74	73	64	66	69	60	62	69	60	89.2	94.5	93.8

		Overall Achievement for All Students										
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2493.	2542.	2490.	0	5.80	0.00	15	31.88	18.33	31	34.78	31.67	55	27.54	50.00
All Grades	N/A	N/A	N/A	0	5.80	0.00	15	31.88	18.33	31	34.78	31.67	55	27.54	50.00

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	13.04	1.67	55	50.72	60.00	40	36.23	38.33
All Grades	5	13.04	1.67	55	50.72	60.00	40	36.23	38.33

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	4.35	0.00	39	60.87	38.33	60	34.78	61.67
All Grades	2	4.35	0.00	39	60.87	38.33	60	34.78	61.67

	Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	10.14	5.00	60	62.32	55.00	35	27.54	40.00
All Grades	5	10.14	5.00	60	62.32	55.00	35	27.54	40.00

	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	20.29	6.67	48	47.83	45.00	45	31.88	48.33
All Grades	6	20.29	6.67	48	47.83	45.00	45	31.88	48.33

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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	75	73	64	68	69	62	64	69	61	90.7	94.5	96.9
All Grades	75	73	64	68	69	62	64	69	61	90.7	94.5	96.9

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2449.	2463.	2447.	0	0.00	0.00	3	2.90	0.00	8	11.59	6.56	89	85.51	93.44
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	2.90	0.00	8	11.59	6.56	89	85.51	93.44

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	9	13.04	6.56	91	86.96	93.44
All Grades	0	0.00	0.00	9	13.04	6.56	91	86.96	93.44

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.45	0.00	27	21.74	19.67	72	76.81	80.33
All Grades	2	1.45	0.00	27	21.74	19.67	72	76.81	80.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.45	0.00	38	47.83	39.34	63	50.72	60.66
All Grades	0	1.45	0.00	38	47.83	39.34	63	50.72	60.66

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	1569.2	1564.6	1573.5	13
All Grades				27

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*			13
All Grades	*	*	*	*	*	*	*	*	27

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	*	*			*	*			*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*			13
All Grades	17	62.96	*	*	*	*	*	*	27

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	*	*	*	*	*	*	*	*	*
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	13
All Grades	*	*	13	48.15	*	*	*	*	27

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	13
All Grades	12	44.44	12	44.44	*	*	27

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*			*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12	11	84.62	*	*			13
All Grades	18	66.67	*	*	*	*	27

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12			*	*	*	*	13
All Grades	*	*	15	55.56	*	*	27

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*	*	*	*
Grade 11			*	*	*	*	*
Grade 12	*	*	*	*			13
All Grades	*	*	14	51.85	*	*	27

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
164	**97.6%**	**18.3%**	**0.6%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	18.3%
Foster Youth	1	0.6%
Homeless	9	5.5%
Socioeconomically Disadvantaged	160	97.6%
Students with Disabilities	16	9.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	1.2%
American Indian	1	0.6%
Asian	2	1.2%
Hispanic	155	94.5%
White	4	2.4%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

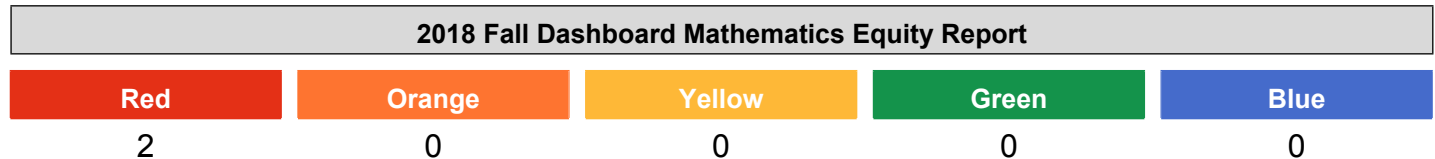| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Red	**Suspension Rate** Red
Mathematics Red		
English Learner Progress No Performance Color		
College/Career Red		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
83.3 points below standard	112.5 points below standard	0 Students
Declined -51.1 points	Declined -13.1 points	
36 students	11 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	83.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	Declined -51.1 points	1 students
	36 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
83.3 points below standard	0 Students	0 Students	0 Students
Declined -51.1 points			
36 students			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students	5 students	7 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
174.8 points below standard	189 points below standard	0 Students
Declined -16.4 points	Increased	
	21 points	
37 students	11 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	174.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	Declined -16.4 points	2 students
	37 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
174.8 points below standard	0 Students	0 Students	0 Students
Declined -16.4 points			
37 students			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students	5 students	9 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

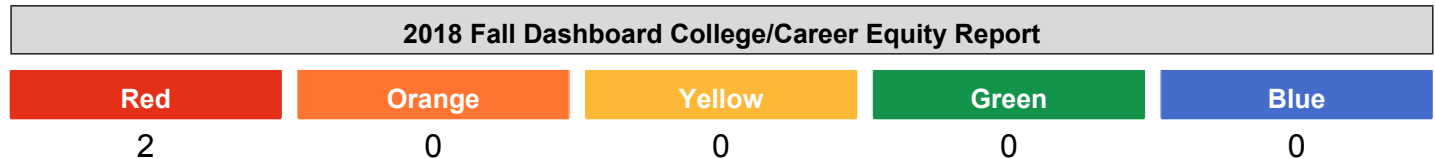| 2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
27	33.3%	37%	14.8%	14.8%

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
2	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
1.3% prepared	0% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5%	Maintained 0%	1 students
76 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1.4% prepared	Less than 11 Students - Data Not Displayed for Privacy
4 students	Maintained -0.5%	8 students
	74 students	

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
1.4% prepared	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5%			2 students
73 students			

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
Prepared	1.8 **Prepared**	1.3 **Prepared**
Approaching Prepared	5.5 **Approaching Prepared**	18.4 **Approaching Prepared**
Not Prepared	92.7 **Not Prepared**	80.3 **Not Prepared**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

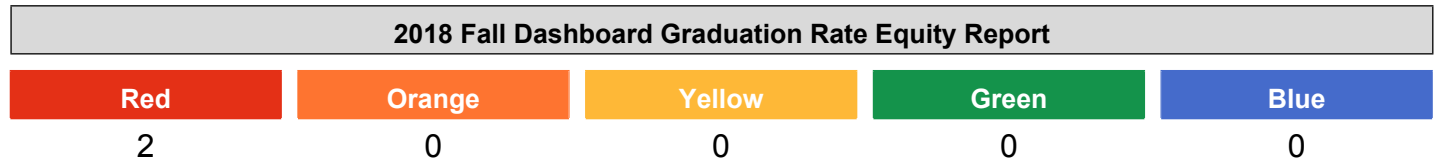| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
63.2% graduated	56.3% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +21.3%	Increased +22.9%	1 students
76 students	16 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	64.9% graduated	Less than 11 Students - Data Not Displayed for Privacy
4 students	Increased +23%	8 students
	74 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
63% graduated	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased +19.6%			2 students
73 students			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
41.8% graduated	63.2% graduated

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	0	1	0	0
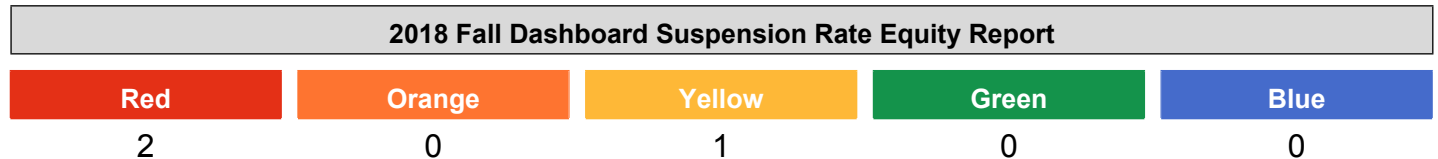
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Yellow	No Performance Color
19% suspended at least once	7% suspended at least once	Less than 11 Students - Data Not ~~Displayed for Privacy~~ 7 students
Increased 9.8%	Declined -7.8%	
242 students	43 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
31.3% suspended at least once	19.1% suspended at least once	28.6% suspended at least once
Increased 17.9%	Increased 9.7%	Declined -0.6%
16 students	236 students	21 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	0 Students
4 students	1 students	2 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
18.2% suspended at least once	0 Students	0 Students	Less than 11 Students - Data
Increased 8.5%			10 students
225 students			

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	9.2% suspended at least once	19% suspended at least once

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

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an mathematics academic score of [medium-high] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium] performance for all EL and recent RFEP students as measured by the California Dashboard.

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

Local Priorities: - Math Assessment, ELA Assessment, Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year School Specific Goal:
ELA: The number of students that score standard meet or standard exceeded on the ELA CAASPP will increase by 10% in 2018 and will improve each year thereafter.

Math: For each year, starting with the 2017-2018, Mountain Vista will see an increase of 5% for the number of students scoring at or above standard on the Math portion of the CAASPP.

ELD: Beginning with 2017-2018 SBAC results, the number of Mountain Vista's English Language Learners that score meeting or exceeding standard on both portions of the CAASPP will go up by 5%

Identified Need

Identified Need: 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3) N/A	Color (Projected): Estimated 2016-17 DF3: N/A	Color: (Blue or Green): DF3: N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment ELA (NWEA)	17.3% of students met or exceeded standard in ELA	32% above national norm in ELA
CAASPP SBAC MATH Distance from Level 3 (DF3) N/A	Color (Projected): Estimated 2016-17 DF3: N/A	Color: (Blue or Green): DF3: N/A
Local Interim Assessment Math (NWEA)	13.4% above national norm in Math	25% above national norm in Math
ELPAC	Assessing for baseline in Spring of 2018	Assessing for baseline in Spring of 2018
Reclassification Rate	16.7%	20%

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. In order to do this, Mountain Vista will rework its master schedule and buy out a teachers prep period in order to provide coaching support for teachers focus around differentiated instruction and intervention. In addition to this, teachers will be able to attend training to plan and implement rigorous and relevant curriculum.

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)
4,000	Site Title I - Subs
18,000.00	Certificated Extra Time

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, CD/DVDs, online subscriptions to software programs, 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 LEGO 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
(July 2018)
*Identify materials to support below, at, above and
intervention student needs
(July 2018)
*Research standards-based materials and research-based materials (on-going)

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

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)
4500.00	Software
0	Book and reference materials

Annual Review

SPSA Year Reviewed: 2018-19

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.

For the 2018-2019 school year, our program improvements have centered around instructional improvements and intervention programs for students. Teachers have attended PLC training, PBIS training, California Continuation Conference, and Expository Reading and Writing training. Teachers have also been a 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.

At the writing of this plan, not all of the training and conferences have finished. Therefore, budget and actual expenditures are still not in alignment. In addition, many of the planning days for teachers were funded at the district level and did not encumber the account for sub pay.

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.

For the 2019-2020 school year, the SAP team examined results from the NWEA testing and determined that there was not a clear indication that the current plans were making the intended impact on student achievement. The team felt that more emphasis needed to be placed on supporting students social emotional struggles. In addition, they felt that students may not be benefiting from interventions because teachers are not using consistent strategies to identify struggling students and intervene with differentiated strategies during class time.

In order to address these needs, our 2019-2010 SPSA budget has set aside funds to buy-out one of our teacher's prep period. This period along with a reworking of our master schedule will allow this teacher to provide part time instructional coaching to help teachers better differentiate and meet the instructional needs of our students. The teacher that we have identified for this position was previously a coach at our site but moved back into the classroom when we needed a science teacher. This teacher has a proven track record of helping students succeed and also has the trust of our school 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

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

State Priorities: 3

Local Priorities: Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work
3-Year School Specific Goal: Mountain Vista High School will obtain an Suspension score of medium performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

Identified Need: Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	19%	15%
9th-10th Grade School Climate Favorable	39% (17 student responses)	65%

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 and providing feedback to the ROAR expectations of professionalism (PBIS motto).   Teachers will attend PBIS training development and implement strategies based on PBIS.

Tasks & Due Dates:
Build Schedule of events at the end of this school year for next year with emphasis on celebrations and awards for students demonstrating ROAR.

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)
2315.00	Travel and Conference

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

Mountain Vista will work toward helping students to improve their motivation for academic success by staff development, attendance to conferences, professional reading, and trainings and providing students with opportunities to attend field trips.

Tasks & Due Dates:
Prior to beginning of the 2018-2019 school year, plan out early out sessions to include time for learning about how to improve student motivation for academic success. Conference Schedule will also be looked at in the Fall of 2018-2019 to determine if the topic of improving motivation is being offered.

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)
00.00	Site Title I - Subs
1500.00	Field Trip

Annual Review

SPSA Year Reviewed: 2018-19

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.

During the 2018-2019 school year, Mountain Vista worked toward restructuring its Positive Behavior Interventions and Supports (PBIS) system. This started bringing a PBIS leadership team together to attend the year 1 trainings. The first day of the trainings, was held with the full staff. For the remainder of the training, the leadership attended training and brought back components to the whole staff. The year one work included creating our schoolwide matrix of behaviors, getting input from various stakeholders, and surveying students about school climate and motivation. In addition, to our PBIS implementation, the Madera Unified School District's student services department applied for and received a grant to fund a full time student advocate.

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

At the writing of this plan, not all of the training and conferences have finished. Therefore, budget and actual expenditures are still not in alignment. In addition, many of the planning days for teachers were funded at the district level and did not encumber the account for sub pay.

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.

Mountain Vista High School will continue to develop and implement PBIS strategies with the goal of increasing attendance, decreasing suspensions and improving school climate.

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

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

State Priorities: 5, 6

Local Priorities: None

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.(3)
3-Year School Specific Goal: Mountain Vista will increase the number of times parents come to our campus for various events by 15% in 2017-2018, 10% in the 2018-2019 school year, and 5% in the 2019-2020 school year.

Identified Need

Identified Need: 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Meeting	20	24
Back-to-school Attendance	20	35
SSC	18	20
ELAC	15	20
Active Parent Portal User	142	150

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 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, parent information nights, and student showcases.

Tasks & Due Dates:
Plan out calendar of events prior to beginning of new school year. The goal for 2019-2020 will be to have more activities that showcase and celebrate students.

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)
608.00	Supplies

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

Mountain Vista will provide extra translation services for parent activities so that parents that do not speak English welcomed and valued.

Tasks & Due Dates:
Prior to the end of the 2017-2018 school year, a calendar of events for the 2018-2019 school year will be developed.

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)
0.00	

Annual Review

SPSA Year Reviewed: 2018-19

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.

For the 2018-2019 school year, Mountain Vista did see an increase in parent attendance to some school events. Our Title 1 meeting had 18 parents in attendance which is was an increase from 7 parents the previous year. We also had an increase in attendance to ELAC meetings. Mountain Vista did a better job of out reach by having the parent liaison and office staff call parents. In addition to this, we had our school counselor present at our ELAC meeting about student graduation credits and financial aide.

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

There was 687 dollars set aside for this goal but this money was not used.

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.

For the 2019-2020 school year, Mountain Vista would like to have more opportunities for parents to come on to our campus and hear about the good things that their students are accomplishing. We will continue to provide opportunities for input into school planning for with School Site Council and English Language Advisory Committee, but we would also like parents to see what students are learning and be able to celebrate their accomplishments.

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

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities: 1

Local Priorities: None

Goal 4

Statement of Goal: Increase and improve technology.
3-Year School Specific Goal: For the 2017-2018 school year Mountain Vista will be a more than one to one school with class having chromebooks, and students having the ability to check out Kindles to take home.

Identified Need

Identified Need: 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	12.8% of Chromebook devices met 75% of 2-hour daily threshold.	75% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.2 hours per day	2.2 hours per day

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 support for students gaining 21st century skills by providing teachers with planning days and appropriate professional development opportunities in the area of using technology in the classroom

Tasks & Due Dates:
Schedule attendance to conference that support technology use as 2018-2019 schedules becomes available.

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)

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

Mountain Vista will provide targeted intervention programs to students that are performing below grade level in the areas of English Language Arts, Reading, English Language Development, and Math. To support students online subscriptions to support programs will be sustained.

Tasks & Due Dates:
Renewal of iXl will be completed in Fall semester of 2019-2020 school year.

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)
00.00	Computer Software

Annual Review

SPSA Year Reviewed: 2018-19

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.

Students are provided a variety of different learning opportunities that use technology. These include use of the google suite of applications, the sharing of work to teachers by electronic means, the use of digital based textbooks such as Study Sync, and the use of remediation of programs such as Reading Plus and iXL (which are specific software programs). Students use chromebooks on a daily basis in several classes.

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

For the 2018-2019 school year, Mountain Vista purchase site licenses for both iXL and Reading Plus software programs.

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.

For the 2019-2020 school year, it is uncertain which software programs we will continue to support. There is high support from teachers to continue to use the iXL program. Student engagement levels when using the program are high. Being able to directly correlate the use of iXL with student growth has been difficult. The SAP team looked at NWEA results from the winter administration and found that some students had improved while others did not. While the iXL program runs its own reports to show student progress, it is difficult to determine the programs effectiveness in the absence of other data. The Mountain Vista SAP team also felt that it was difficult to show verify the success of the Reading Plus program. At the writing of this SPSA, more data is yet to be collected in regards to both Reading Plus and iXL. Our CAASPP results, our ELPAC results, as well as our final results in the Scholastic Reading Inventory will give us more data to analyze these programs.

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	$30,923.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$30,923.00

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 ($)
Book and reference materials	$0.00
Certificated Extra Time	$18,000.00
Computer Software	$0.00
Field Trip	$1,500.00
Site Title I - Subs	$4,000.00
Software	$4,500.00
Supplies	$608.00
Travel and Conference	$2,315.00

Subtotal of state or local funds included for this school: $30,923.00

Total of federal, state, and/or local funds for this school: $30,923.00

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

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Aimee Anderson	Principal
Shelly Huerta	Other School Staff
Pam Alcott	Classroom Teacher
Mary Jorgensen	Classroom Teacher
Greg Jones	Classroom Teacher
Theresa Mac Eacheron	Classroom Teacher
Karen Vasquez	Secondary Student
Casandra Avilia	Secondary Student
Kevaungh Robertson	Secondary Student
Adam Melchor	Secondary Student
Angelica Joaquin	Parent or Community Member
Maria Silva-Ortiz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature: Miki di V]	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 4/4/2019.

Attested:

Signature	
[signature: Aimee Anderson]	Principal, Aimee Anderson on 4/4/2019
[signature: Casandra A]	SSC Chairperson, Cassandra Avilia on 4/42019

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.

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 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 Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 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: Book and reference materials   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		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, CD/DVDs, online subscriptions to software programs, 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 LEGO 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 (July 2018) *Identify materials to support below, at, above and intervention student needs (July 2018) *Research standards-based materials and research-based materials (on-going) Duplication/Print shop: Money will be allocated when funds become available.

Book and reference materials Total Expenditures: $0.00

Book and reference materials Allocation Balance: $0.00

Funding Source: Certificated Extra Time $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$18,000.00		Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve. In order to do this, Mountain Vista will rework its master schedule and buy out a teachers prep period in order to provide coaching support for teachers focus around differentiated instruction and intervention. In addition to this, teachers will be able to attend training to plan and implement rigorous and relevant curriculum.

Certificated Extra Time Total Expenditures: $18,000.00

Certificated Extra Time Allocation Balance: $0.00

Funding Source: Computer Software $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Mountain Vista will provide targeted intervention programs to students that are performing below grade level in the areas of English Language Arts, Reading, English Language Development, and Math. To support students online subscriptions to support programs will be sustained. Tasks & Due Dates: Renewal of iXl will be completed in Fall semester of 2019-2020 school year.

Computer Software Total Expenditures:	$0.00	
Computer Software Allocation Balance:	$0.00	

Funding Source: Field Trip $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,500.00		Mountain Vista will work toward helping students to improve their motivation for academic success by staff development, attendance to conferences, professional reading, and trainings and providing students with opportunities to attend field trips. Tasks & Due Dates: Prior to beginning of the 2018-2019 school year, plan out early out sessions to include time for learning about how to improve student motivation for academic success. Conference Schedule will also be looked at in the Fall of 2018-2019 to determine if the topic of improving motivation is being offered.

Field Trip Total Expenditures:	$1,500.00	
Field Trip Allocation Balance:	$0.00	

Funding Source: Site Title I - Subs $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$4,000.00		Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve. In order to do this, Mountain Vista will rework its master schedule and buy out a teachers prep period in order to provide coaching support for teachers focus around differentiated instruction and intervention. In addition to this, teachers will be able to attend training to plan and implement rigorous and relevant curriculum.

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| | $0.00 | Mountain Vista will work toward helping students to improve their motivation for academic success by staff development, attendance to conferences, professional reading, and trainings and providing students with opportunities to attend field trips.

Tasks & Due Dates:
Prior to beginning of the 2018-2019 school year, plan out early out sessions to include time for learning about how to improve student motivation for academic success. Conference Schedule will also be looked at in the Fall of 2018-2019 to determine if the topic of improving motivation is being offered. |

Site Title I - Subs Total Expenditures: $4,000.00

Site Title I - Subs Allocation Balance: $0.00

Funding Source: Software   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$4,500.00	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, CD/DVDs, online subscriptions to software programs, 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 LEGO 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 (July 2018) *Identify materials to support below, at, above and intervention student needs (July 2018) *Research standards-based materials and research-based materials (on-going) Duplication/Print shop: Money will be allocated when funds become available.

Software Total Expenditures:	$4,500.00
Software Allocation Balance:	$0.00

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Funding Source: Supplies $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$608.00		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, parent information nights, and student showcases. Tasks & Due Dates: Plan out calendar of events prior to beginning of new school year. The goal for 2019-2020 will be to have more activities that showcase and celebrate students.

Supplies Total Expenditures:	$608.00
Supplies Allocation Balance:	$0.00

Funding Source: Travel and Conference $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,315.00		Mountain Vista will support a safe and positive learning culture by promoting, teaching and providing feedback to the ROAR expectations of professionalism (PBIS motto). Teachers will attend PBIS training development and implement strategies based on PBIS. Tasks & Due Dates: Build Schedule of events at the end of this school year for next year with emphasis on celebrations and awards for students demonstrating ROAR.

Travel and Conference Total Expenditures:	$2,315.00
Travel and Conference Allocation Balance:	$0.00

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Mountain Vista High School Total Expenditures: $30,923.00