

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain Vista High School	20-65243-2030138	09/20/2022	11/08/2022

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

District Vision Statement

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

School Mission Statement

Our school works to instill in its students a sense of pride that inspires them to have confidence in their ability to be successful in school and in life. At Mountain Vista, the school community makes

decisions and collectively holds each other accountable. We strive to provide students with the skills and tools necessary to achieve all they are capable of in an environment where both staff and students feel safe and supported by the district.

School Vision Statement

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

2017-22 Plan Summary

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

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

SPSA HIGHLIGHT

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

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

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

Classroom Observations

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet highly qualified status.

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

N/A

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

N/A

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

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

Resource Inequities

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

INCREASED OR IMPROVED SERVICES

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.26%	%	%	2		
African American	2.52%	1.3%	%	4	2	
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	94.34%	94.6%	%	150	141	
Pacific Islander	0%	%	%	0		
White	1.89%	2.7%	%	3	4	
Multiple/No Response	0%	1.3%	%	0	2	
	Total Enrollment			159	149	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	1		
Grade 10	25	4	
Grade 11	56	62	
Grade 12	77	83	
Total Enrollment	159	149	

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	27	24	24	16.4%	15.1%	16.1%
Fluent English Proficient (FEP)	98	91	69	59.4%	57.2%	46.3%
Reclassified Fluent English Proficient (RFEP)	2	2	2	6.7%	7.4%	8.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	64	71	73	60	65	0	60	64	0	93.8	91.5	0.0
All Grades	64	71	73	60	65	0	60	64	0	93.8	91.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2490.	2490.		0.00	1.56		18.33	9.38		31.67	34.38		50.00	54.69	
All Grades	N/A	N/A	N/A	0.00	1.56		18.33	9.38		31.67	34.38		50.00	54.69	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.67	3.13		60.00	46.88		38.33	50.00	
All Grades	1.67	3.13		60.00	46.88		38.33	50.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	3.17		38.33	38.10		61.67	58.73	
All Grades	0.00	3.17		38.33	38.10		61.67	58.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.00	4.69		55.00	59.38		40.00	35.94	
All Grades	5.00	4.69		55.00	59.38		40.00	35.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	6.67	4.69		45.00	42.19		48.33	53.13	
All Grades	6.67	4.69		45.00	42.19		48.33	53.13	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	64	71	73	62	64	0	61	63	0	96.9	90.1	0.0
All Grades	64	71	73	62	64	0	61	63	0	96.9	90.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2447.	2442.		0.00	0.00		0.00	0.00		6.56	11.11		93.44	88.89	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		6.56	11.11		93.44	88.89	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	0.00	0.00		6.56	3.17		93.44	96.83				
All Grades	0.00	0.00		6.56	3.17		93.44	96.83				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	0.00	0.00		19.67	17.46		80.33	82.54				
All Grades	0.00	0.00		19.67	17.46		80.33	82.54				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		39.34	41.27		60.66	58.73	
All Grades	0.00	0.00		39.34	41.27		60.66	58.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*	*	*	4
11	*	1570.2	*	*	1575.7	*	*	1564.2	*	*	11	7
12	1569.2	*	1561.3	1564.6	*	1549.3	1573.5	*	1572.7	13	10	13
All Grades										27	23	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*	*	*	*
11	*	27.27	*	*	18.18	*	*	45.45	*	*	9.09	*	*	11	*
12	*	*	8.33	*	*	50.00	*	*	33.33		*	8.33	13	*	12
All Grades	*	30.43	4.35	*	26.09	39.13	*	26.09	47.83	*	17.39	8.70	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*		*	*	*	*	*		*	*	*	*	*
11	*	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	*	11	*
12	*	*	33.33	*	*	41.67	*	*	16.67		*	8.33	13	*	12
All Grades	62.96	34.78	21.74	*	43.48	43.48	*	17.39	30.43	*	4.35	4.35	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		18.18	*	*	0.00	*	*	45.45	*	*	36.36	*	*	11	*
12		*	0.00	*	*	25.00	*	*	58.33	*	*	16.67	13	*	12
All Grades	*	13.04	0.00	48.15	21.74	17.39	*	34.78	65.22	*	30.43	17.39	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*
11	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
12	*	*	0.00	*	*	75.00	*	*	25.00	13	*	12
All Grades	44.44	13.04	0.00	44.44	60.87	78.26	*	26.09	21.74	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*		*	*	*	*	*	*	*	*
11	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
12	84.62	*	66.67	*	*	33.33		*	0.00	13	*	12
All Grades	66.67	78.26	63.64	*	17.39	31.82	*	4.35	4.55	27	23	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*	*	*	*	*	*	*
11	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*
12		*	8.33	*	*	58.33	*	*	33.33	13	*	12
All Grades	*	13.04	8.70	55.56	47.83	47.83	*	39.13	43.48	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*	*	*	*
11		9.09	*	*	81.82	*	*	9.09	*	*	11	*
12	*	*	33.33	*	*	66.67		*	0.00	13	*	12
All Grades	*	4.35	17.39	51.85	86.96	82.61	*	8.70	0.00	27	23	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
149	95.3	16.1	4.0
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	16.1
Foster Youth	6	4.0
Homeless	3	2.0
Socioeconomically Disadvantaged	142	95.3
Students with Disabilities	6	4.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	141	94.6
Two or More Races	2	1.3
Native Hawaiian or Pacific Islander		
White	4	2.7

Conclusions based on this data:

- 1.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="784 747 841 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1256 747 1313 779">Red</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="305 947 362 978">Red</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="305 1146 362 1178">Red</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

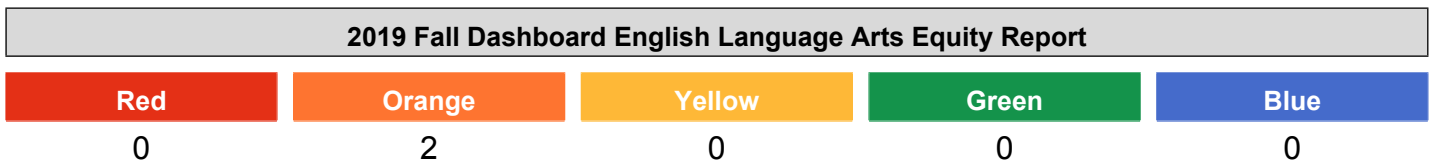
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>91.8 points below standard Declined -8.5 points</p> <p>47</p>	<p>English Learners</p> <p>No Performance Color</p> <p>146.1 points below standard Declined Significantly -33.5 points</p> <p>13</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>94.4 points below standard Declined -11.1 points</p> <p>45</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 94.2 points below standard Declined -10.8 points 44	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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.

2019 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 9	Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

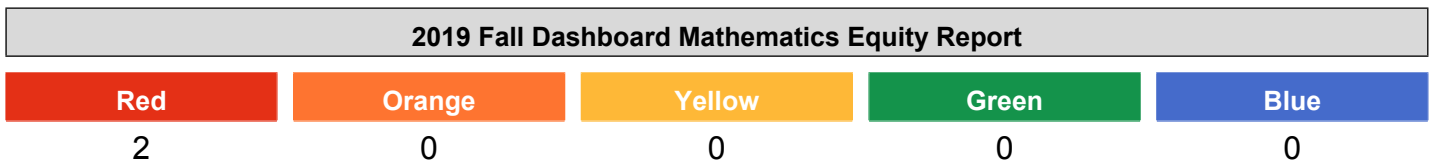
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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






This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>187.4 points below standard</p> <p>Declined -12.5 points</p> <p>46</p>	<p>English Learners</p> <p>No Performance Color</p> <p>205.8 points below standard</p> <p>Declined Significantly -16.8 points</p> <p>12</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>185.5 points below standard</p> <p>Declined -10.6 points</p> <p>44</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Red 189.5 points below standard Declined -14.7 points 43			

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.

2019 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 8	Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- 1.

School and Student Performance Data

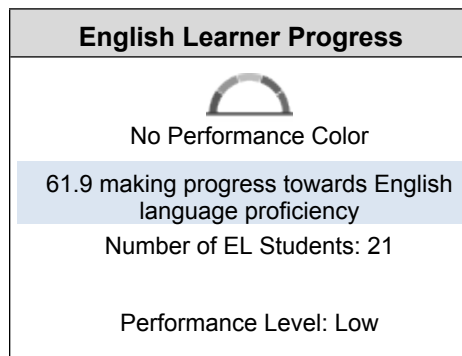
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0	19.0	9.5	52.3

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	72	100
African American	1	1.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	68	94.4
Native Hawaiian or Pacific Islander		
White	2	2.8
Two or More Races	1	1.4
English Learners	13	18.1
Socioeconomically Disadvantaged	69	95.8
Students with Disabilities	2	2.8
Foster Youth	3	4.2
Homeless	2	2.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	1.4
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	1.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

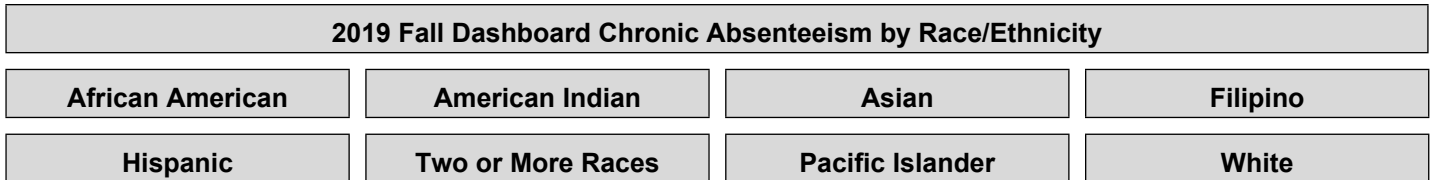
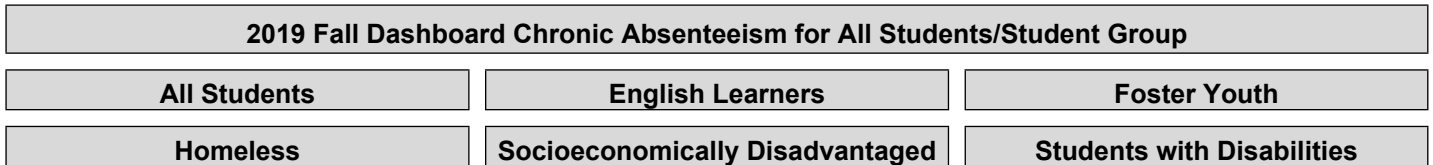
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	72	45	0	62.5
English Learners	13	8	0	61.5
Foster Youth	3		0	
Homeless	2		0	
Socioeconomically Disadvantaged	69	42	0	60.9
Students with Disabilities	2		0	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	68	42	0	61.8
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races	1		0	

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

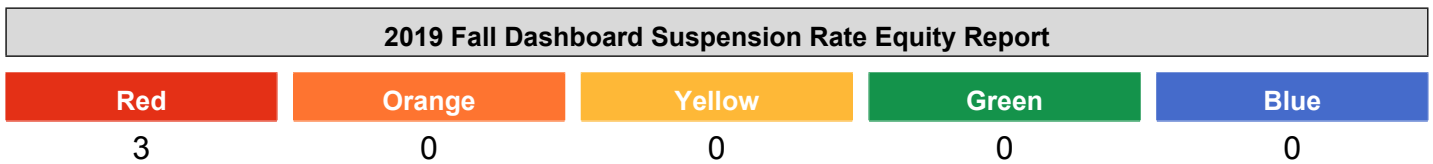
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>23</p> <p>Increased Significantly +4</p> <p>217</p>	<p>English Learners</p> <p>Red</p> <p>21.2</p> <p>Increased +14.2</p> <p>33</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.7</p> <p>Declined -23.6</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>21.2</p> <p>Increased +2.1</p> <p>208</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>28.6</p> <p>Maintained 0</p> <p>14</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.3 Increased Significantly +4.1 202			 No Performance Color Less than 11 Students - Data 6

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	19	23

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Build and sustain a standards-aligned 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 support, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 11%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: 15%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 6.3% Winter 2022: 12.1% Spring 2022: 13.7% Fall to Spring % Met Best Growth Target 23.81%	NWEA Reading BEST Growth Target Fall 2021/2022: 23.81% Fall 2022/2023: 42.54% Fall 2023/2024: 61.27% Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 0%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: 5%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 1.6%	NWEA Math BEST Growth Target Fall 2021/2022: 34.09%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 2022: 4.96% Spring 2022: 4.4% Fall to Spring % Met Best Growth Target 47.37%	Fall 2022/2023: 49.39% Fall 2023/2024: 64.70% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 11.11%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 1	2022-2023: 3 2023-2024: 7 2024-2025: 8
College & Career Readiness	Number of students considered "Prepared" on the College/Career Indicator: 2020 school year: 2 students The College/Career Indicator was suspended for the 2021 school year.	3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Outside contracted consultant:

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,329	Certificated Subs 1125 (Title I)
916	Certificated Extra Time 1190 (Title I)
0	Other Cert. Salaries 1900 (CSI)
0	Certificated Subs 1125 (CSI)
0	Certificated Extra Time 1190 (CSI)
0	Other classified 2990 (CSI)
0	Other Cert. Salaries 1900 (Title I)
0	Student Advocate 2200 (CSI)
0	Outside Contracted Services 5800 (CSI)
0	Other Cert. Salaries 1900 (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual

equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:

(Fall 2021)

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

(August 2021)

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

Duplication/Print shop:

Money will be allocated when funds become available.

CSI Plan:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,020	Comp. Hardware/Software Maintenance & License 5885 (Title I)
19,219	Instructional Supplies 4310 (Title I)
	Instructional Supplies 4310 (Carryover)
0	Instructional Supplies 4310 (CSI)
0	Books & Reference Material 4200 (CSI)
0	Duplicating/Print shop 5715 (CSI)
0	Instructional Supplies 4310 (Carryover)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Certificate subs, extra time, and other salaries

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Certificate subs,
extra time,

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

What was the overall effectiveness?

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

Strategy/Activity 2

Instructional Supplies

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Instructional Supplies

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

What was the overall effectiveness?

NA

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

For the 2021-2022 school year, our plan for improvements centered around student engagement, formative assessment and interventions to meet the needs of our students. Teachers have attended PLC learning opportunities, PBIS training, CDT training/participation, Reading Plus and ERWC training. Math, Science and Social Science teachers have been all part of ongoing curriculum design teams at the district level. Site licenses for iXL and Reading Plus were

purchased and these programs were implemented. Additional instructional supplies have been purchased including but not limited to reading resources and hands-on resources for science and math.

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

Strategy/Activity 1

What were the Actions/Activities/Strategies?

Allocation:

Certificate subs \$1,229

Estimated Actuals:\$839.25

Difference Certificate subs \$ 389.75

Extra time \$ 592

Estimated Actuals: \$592

Difference Certificate Time \$ 0

Other salaries \$0

Estimated Actuals: \$0

Difference Certificate subs \$0

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

Strategy/Activity 2

What were the Actions/Activities/Strategies?

Instructional Supplies

Allocation: \$ 11,821 Estimated Actuals: \$5,977.10

Was there a difference? \$5,843.90

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

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

Strategy/Activity 1

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

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

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

What were the factors that lead you to this decision?

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

Strategy/Activity 2

What were the Actions/Activities/Strategies? Instructional Supplies

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

Would remain the same for instructional supplies.

What were the factors that lead you to this decision?

Ongoing instructional classroom support and building of foundational skills so that students can access the core curriculum

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

Local Priorities Student attendance, student expulsion & suspension, 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

Safe, Caring, and Respectful Environment-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. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

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, and public safety, health, and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	California Dashboard 2018-2019 =24% suspension rate 2019-2020 = 23.1% suspension rate 2020-2021 = 1.6% suspension rate	Projected for 2021-2022 = 25% Projected for 2022-2023 = 23%
Expulsion Rate	California Dashboard *2018-2019 = 0.0% Expulsion rate *2019-2020 = 0.90% Expulsion rate *2020-2021 = 0.92% Expulsion rate	Projected for 2021-2022 = 1% Projected for 2022-2023 = 1%
Chronic Absenteeism Rates	California Dashboard	Projected for 2021-2022 = 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2018-2019 = 22.7% Chronic Absenteeism Rates *2019-2020 = N/A% Chronic Absenteeism Rates *2020-2021 = 69.3% Chronic Absenteeism Rates	Projected for 2022-2023 = 17%
9th-10th Grade School Climate Favorable	39% (17 student responses)	70%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Tasks & Due Dates:

Foster a positive culture through the implementation of PBIS expectations and reward students with special events, celebrations and awards to encourage and highlight those students who ROAR.

CSI Plan:

Provide funding for the full salary of the Student Advocate position whose role is to provide academic supports, Restorative Practices, peer mediation, and community building circles. Also, CSI funding will provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,406	Travel & Conference 5200 (Title I)
0	Travel & Conference 5200 (CSI)
0	Student Advocate 2200 (CSI)

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 focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students.

Tasks & Due Dates:

Professional learning will include strategies for improving student motivation for academic success and best instructional practices to raise student engagement. Professional Learning Calendar will be developed for the 2021-2022 school year and will also include staff training on creating a robust Professional Learning Community. Agreements with outside counseling support agencies will also be renewed and obtain board approval.

CSI Plan:

Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Also, outside consultant services will be utilized to promote a Professional Learning Community through Solution Tree's on-line services. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Certificated Subs 1125 (CSI)
930	Entry Fees 5808 (Title I)
0	Entry Fees 5808 (CSI)
0	Outside Contracted Services 5800 (CSI)
0	Outside Contracted Services 5800 (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1: Travel and conferences for professional learning

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Travel and conferences for professional learning. Due to COVID-19, travel restrictions prohibited in-person attendance for conferences.

What was the overall effectiveness?

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

Strategy/Activity 2: Focus on improving student motivation

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Focus on improving student motivation.

What was the overall effectiveness?

NA

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

Strategy/Activity 1

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

Allocation: \$ 2,406

Estimated Actuals: \$2,006.25

Was there a difference? \$400

Why or Why not? Due to the COVID-19 Pandemic, funds were not expended as planned.

Restrictions to access PD from COVID 19.

Strategy/Activity 2

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

Allocation: \$930

Estimated Actuals: \$0

Was there a difference? \$930

Why? Due to the Covid-10 Pandemic, funds were not expended as planned.

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

Strategy/Activity 1

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

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

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

What were the factors that lead you to this decision?

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

Strategy/Activity 2

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

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

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

What were the factors that lead you to this decision?

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

Mountain Vista High School will continue to develop and implement PBIS strategies with the goal of increasing student attendance and positive behaviors, decreasing suspensions and fostering a positive school culture. Our existing Student Advocate position will also be partially funded with categorical funds as well as other counseling support services. We will continue to provide professional learning opportunities for teachers to increase student engagement, motivation and interventions. Training for Professional Learning Communities will also be provided to the staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - 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 policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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 policymakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Meeting	20 2019-2020 24 2021-2022	40 2022-2023
Back-to-school Attendance	20 2019-2020 35 2021-2022	40 2022-2023
SSC	18 2019-2020 20 2021-2022	20 2022-2023
ELAC	15 2019-2020 20 2021-2022	15 2022-2023
Active Parent Portal User	142 2019-2020	150 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	150 2021-2022	

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, ELAC meetings, parent information nights, and student showcases. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.

Tasks & Due Dates:

Plan out calendar of events prior to beginning of new school year. The goal for 2021-2022 school year will be to have more activities that showcase and celebrate student achievement.

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

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 parents who do not speak English feel welcomed, included and valued.

Tasks & Due Dates:

Prior to the end of the 2020-2021 school year, a calendar of events for the 2021-2022 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	Paraprofessional Extra Time 2190 (Carryover)
0	Clerk/Office Extra time 2490 (CSI)
0	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Parent supplies

What were the activities implemented?

NA

What was not implemented that was in the 2021-22 site plan?

Other money was used to fund this activity. COVID relief funds.

What was the overall effectiveness?

NA

Strategy/Activity 2

Outside Consultant

What were the activities implemented?

NA

What was not implemented that was in the 2021-22 site plan?

Other money was used to fund this activity. COVID relief funds.

What was the overall effectiveness?

NA

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

Strategy/Activity 1

Parent Supplies

Allocation: \$634

Estimated Actuals: \$0

Was there a difference? \$634

Why or Why not? Due to the COVID-19 Pandemic, funds were not expended as planned. We were not able to have large gathering events and all parent meetings were held via Zoom. Once the restrictions were relaxed, parents were still hesitant about attending in person events.

Strategy/Activity 2

Outside Consultant

Allocation: \$60

Estimated Actuals: \$ 0

Was there a difference? \$60

Why? Used alternative funding source (CSI and General Funds)

There were funds set aside for this goal but this money was not used due to school closure and use of alternative funding sources.

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

Strategy/Activity 1

What were the Actions/Activities/Strategies? Activities to increase parent participation.

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

Goal will remain the same for increasing parental involvement. We will calendar events during the summer to inform parents ahead of time.

What were the factors that lead you to this decision?

Funding for this goal was augmented with CSI funds.

Strategy/Activity 2

What were the Actions/Activities/Strategies? Provide translation and interpreting services to parents

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

Goal will remain the same for increasing parental engagement and get them connected to the school.

What were the factors that lead you to this decision?

Funding for this goal was augmented with CSI funds.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1
Local Priorities None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

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. 2019-2020	75% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.2 hours per day 2019-2020	2.2 hours per day 2021-2022

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 teachers with professional learning opportunities in the use of technology in the classroom and for distance learning. Teachers will cultivate the acquisition of 21st century skills by providing learning environments that are technology based and prepares students to be college and career ready.

Tasks & Due Dates:

Teachers will participate in professional learning opportunities that focus on strategies to support the use of technology in creating and delivering digital content and for instructing students in the use of technology.

CSI

Purchase technology and supplemental materials:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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

0

Comp. Hardware/Software Maintenance & License 5885 (CSI)

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. Renew online student licenses to in order to utilize these programs to support underperforming students with strategic interventions.

Tasks & Due Dates:

Renewal of iXL and Reading Plus programs will be completed in Fall semester of 2021-2022 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)

0

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Computer Hardware and software/Maintenance and license

What were the activities implemented?

Computer Hardware and software/Maintenance and license

What was not implemented that was in the 2020-21 site plan?

NA

What was the overall effectiveness?

Ongoing academic interventions were provided through various software programs to reinforce student learning and to fill in any learning gaps students may have.

Strategy/Activity 2

Computer Software

What were the activities implemented?

Computer software

What was not implemented that was in the 2020-21 site plan?

Other funding sources were utilized for this goal.

What was the overall effectiveness?

Initial data shows growth over time for reading.

Students are provided a variety of different learning opportunities that use technology. These include use of the Google Suite applications, the sharing of student work to teachers by electronic means, the use of digital based textbooks such as Study Sync, and the use of remediation 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.

Strategy/Activity 1

Computer Hardware and software/Maintenance and license

Allocation: \$0

Estimated Actuals: \$0

Was there a difference? \$0

Why or Why not? Funds were expended

Strategy/Activity 2

Computer Software

Allocation:\$7,020

Estimated Actuals: \$6,954.00

Was there a difference? \$66

Why? Funds were all expended

For the 2022-2023 school year, Mountain Vista will continue to purchase site licenses for both iXL and Reading Plus software programs for the purpose of targeted student interventions.

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

Strategy/Activity 1

What were the Actions/Activities/Strategies? Computer Hardware and software/Maintenance and license

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

Keep and increase allocation with CSI and carryover funds.

What were the factors that lead you to this decision?

Students need individualized instruction and programing that focus's on strengthening foundational skills that support the grade level standards. Students have success with these programs which in turns build capacity and confidence which results in students engaging and taking risks with grade level work.

Strategy/Activity 2

What were the Actions/Activities/Strategies? Computer Software

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

Keep and increase allocation with carryover and CSI funds

What were the factors that lead you to this decision?

Student data supports the continued use of the iXL and Reading Plus programs to provide targeted interventions for students. Students have show growth as demonstrated by our District Benchmark NWEA Assessments in the Math area and are showing improvements in ELA. Growth can be partially attributed to the usage of 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	\$32,514.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,514.00

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 (\$)
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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 (\$)
	\$0.00
Books & Reference Material 4200 (CSI)	\$0.00
Certificated Extra Time 1190 (CSI)	\$0.00
Certificated Extra Time 1190 (Title I)	\$916.00
Certificated Subs 1125 (CSI)	\$0.00
Certificated Subs 1125 (Title I)	\$1,329.00
Clerk/Office Extra time 2490 (CSI)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (CSI)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,020.00
Duplicating/Print shop 5715 (CSI)	\$0.00
Entry Fees 5808 (CSI)	\$0.00
Entry Fees 5808 (CSI)	\$0.00
Entry Fees 5808 (Title I)	\$930.00

Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (CSI)	\$0.00
Instructional Supplies 4310 (Title I)	\$19,219.00
Other Cert. Salaries 1900 (CSI)	\$0.00
Other Cert. Salaries 1900 (Title I)	\$0.00
Other classified 2990 (CSI)	\$0.00
Outside Contracted Services 5800 (CSI)	\$0.00
Outside Contracted Services 5800 (Parent Ed)	\$60.00
Student Advocate 2200 (CSI)	\$0.00
Paraprofessional Extra Time 2190 (Carryover)	\$0.00
Student Advocate 2200 (CSI)	\$0.00
Supplies 4300 (Parent Ed)	\$634.00
Travel & Conference 5200 (CSI)	\$0.00
Travel & Conference 5200 (Title I)	\$2,406.00

Subtotal of state or local funds included for this school: \$32,514.00

Total of federal, state, and/or local funds for this school: \$32,514.00

Budget By Expenditures

Mountain Vista High School

Funding Source: Books & Reference Material 4200 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$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, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Books & Reference Material 4200 (CSI) Total Expenditures: \$0.00

Books & Reference Material 4200 (CSI) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.</p> <p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Certificated Extra Time 1190 (CSI) Total Expenditures: \$0.00

Certificated Extra Time 1190 (CSI) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista will provide rigorous grade level curriculum with

\$916.00

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

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

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

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that

each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

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

Certificated Extra Time 1190 (Title I) Total Expenditures: \$916.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.

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

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

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Outside contracted consultant:

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

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

\$0.00

Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students.

Tasks & Due Dates:

Professional learning will include strategies for improving student motivation for academic success and best instructional practices to raise student engagement. Professional Learning Calendar will be developed for the 2021-2022 school year and will also include staff training on creating a robust Professional Learning Community. Agreements with outside counseling support agencies will also be renewed and obtain board approval.

CSI Plan:

Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Also, outside consultant services will be utilized to promote a Professional Learning Community through Solution Tree's on-line services. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Mountain Vista High School

Certificated Subs 1125 (CSI) Total Expenditures: \$0.00

Certificated Subs 1125 (CSI) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,329.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.</p> <p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Certificated Subs 1125 (Title I) Total Expenditures: \$1,329.00

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

Funding Source: Clerk/Office Extra time 2490 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$0.00

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

Tasks & Due Dates:

Prior to the end of the 2020-2021 school year, a calendar of events for the 2021-2022 school year will be developed.

Clerk/Office Extra time 2490 (CSI) Total Expenditures: \$0.00

Clerk/Office Extra time 2490 (CSI) Allocation Balance: \$0.00

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Mountain Vista will provide teachers with professional learning opportunities in the use of technology in the classroom and for distance learning. Teachers will cultivate the acquisition of 21st century skills by providing learning environments that are technology based and prepares students to be college and career ready.

Tasks & Due Dates:

Teachers will participate in professional learning opportunities that focus on strategies to support the use of technology in creating and delivering digital content and for instructing students in the use of technology.

CSI

Purchase technology and supplemental materials:

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

Comp. Hardware/Software Maintenance & License 5885 (CSI) Total Expenditures: \$0.00

Comp. Hardware/Software Maintenance & License 5885 (CSI) Allocation Balance: \$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$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. Renew online student licenses to in order to utilize these programs to support underperforming students with strategic interventions.

\$0.00

Tasks & Due Dates:
Renewal of iXL and Reading Plus programs will be completed in Fall semester of 2021-2022 school year.

Mountain Vista will provide teachers with professional learning opportunities in the use of technology in the classroom and for distance learning. Teachers will cultivate the acquisition of 21st century skills by providing learning environments that are technology based and prepares students to be college and career ready.

Tasks & Due Dates:
Teachers will participate in professional learning opportunities that focus on strategies to support the use of technology in creating and delivering digital content and for instructing students in the use of technology.

CSI

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

\$7,020.00

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

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

*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$7,020.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$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, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Duplicating/Print shop 5715 (CSI) Total Expenditures: \$0.00

Duplicating/Print shop 5715 (CSI) Allocation Balance: \$0.00

Funding Source: Entry Fees 5808 (CSI)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students.

Tasks & Due Dates:

Professional learning will include strategies for improving student motivation for academic success and best instructional practices to raise student engagement. Professional Learning Calendar will be developed for the 2021-2022 school year and will also include staff training on creating a robust Professional Learning Community. Agreements with outside counseling support agencies will also be renewed and obtain board approval.

CSI Plan:

Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Also, outside consultant services will be utilized to promote a Professional Learning Community through Solution Tree's on-line services. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Mountain Vista High School

Entry Fees 5808 (CSI) Total Expenditures: \$0.00

Entry Fees 5808 (CSI) Allocation Balance: \$0.00

Funding Source: Entry Fees 5808 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$930.00

Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students.

Tasks & Due Dates:

Professional learning will include strategies for improving student motivation for academic success and best instructional practices to raise student engagement. Professional Learning Calendar will be developed for the 2021-2022 school year and will also include staff training on creating a robust Professional Learning Community. Agreements with outside counseling support agencies will also be renewed and obtain board approval.

CSI Plan:

Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Also, outside consultant services will be utilized to promote a Professional Learning Community through Solution Tree's on-line services. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

Mountain Vista High School

Entry Fees 5808 (Title I) Total Expenditures: \$930.00

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

**Funding Source: Instructional Supplies 4310
(Carryover)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$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, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as VEX Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$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, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
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*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Instructional Supplies 4310 (CSI) Total Expenditures: \$0.00

Instructional Supplies 4310 (CSI) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$19,219.00

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

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

*Identify student Lexile levels:
(Fall 2021)

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

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

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

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

Mountain Vista High School

Instructional Supplies 4310 (Title I) Total Expenditures: \$19,219.00

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

Funding Source: Other Cert. Salaries 1900 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.</p> <p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

Outside contracted consultant:

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

* To support language development & math concepts.

* To improve student attendance.

* To build motivation and confidence in students who may struggle in academic areas.

* To support learning through a variety of modalities.

* To provide authentic experiences to promote writing.

*Purchase signage to promote PBIS Motto and Goals

\$0.00

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

implement rigorous and relevant curriculum.

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

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

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Outside contracted consultant:

Contract with an outside resource to enhance the education of

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

Other Cert. Salaries 1900 (CSI) Total Expenditures: \$0.00

Other Cert. Salaries 1900 (CSI) Allocation Balance: \$0.00

Funding Source: Other Cert. Salaries 1900 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.</p> <p>Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-</p>

risk and/or on grade level.

- * Time for testing, scheduling, and compiling information about students.

- * Provide after school tutoring for students.

- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

- * All students will have equal opportunities to research based interventions through universal access - small group instruction.

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

Reading Lab Teachers:

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

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

- * Identify academic need and create appropriate instructional groups.

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

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

- * Provide research based interventions in a push-in or pull-out

model, targeting students; identified needs.

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

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

Student Advocate (2200):

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

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

Outside contracted consultant:

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

- * To support language development & math concepts.

- * To improve student attendance.

- * To build motivation and confidence in students who may struggle in academic areas.

- * To support learning through a variety of modalities.

- * To provide authentic experiences to promote writing.

- *Purchase signage to promote PBIS Motto and Goals

Mountain Vista High School

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$0.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.</p> <p>Provide teacher release time, extra time and Travel and Conference:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Other classified 2990 (CSI) Total Expenditures:	\$0.00
Other classified 2990 (CSI) Allocation Balance:	\$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

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

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

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

CSI Plan:

Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention

through the ARC program for general education students.

Intervention/Universal Access.

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

Reading Lab Teachers:

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

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

Student Advocate (2200):

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

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

Outside contracted consultant:

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

* To support language development & math concepts.

* To improve student attendance.

* To build motivation and confidence in students who may struggle in academic areas.

* To support learning through a variety of modalities.

* To provide authentic experiences to promote writing.

*Purchase signage to promote PBIS Motto and Goals

\$0.00

Mountain Vista will focus on helping students to improve their motivation for academic success and positive behavior. This will be accomplished through equipping staff with effective strategies to motivate students, engage students in the learning process and help all students become more connected to the school. Staff will participate in professional learning opportunities, attend conferences, professional reading/book studies, and reflect on their own practices. PLCs within departments and school wide, will focus on creating a collaborative culture where best practices are shared and teacher efficacy is fostered. Students will be given the opportunity to attend field trips that promote college and career awareness. Mt. Vista will also continue to provide small group and one-on-one counseling to students for substance abuse, social/emotional supports and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students.

Tasks & Due Dates:

Professional learning will include strategies for improving student motivation for academic success and best instructional practices to raise student engagement. Professional Learning Calendar will be developed for the 2021-2022 school year and will also include staff training on creating a robust Professional Learning Community. Agreements with outside counseling support agencies will also be renewed and obtain board approval.

CSI Plan:

Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Also, outside consultant services will be utilized to promote a Professional Learning Community through Solution Tree's on-line services. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician. This therapist position will be created to address the needs of students requiring Tier II and Tier III intervention and behavioral supports.

\$0.00

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Mountain Vista High School

Outside Contracted Services 5800 (CSI) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$60.00		<p>Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.</p> <p>Tasks & Due Dates: Plan out calendar of events prior to beginning of new school year. The goal for 2021-2022 school year will be to have more activities that showcase and celebrate student achievement.</p>

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

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

Funding Source: Paraprofessional Extra Time 2190 (Carryover) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will provide extra translation services for parent activities so parents who do not speak English feel welcomed, included and valued.</p> <p>Tasks & Due Dates: Prior to the end of the 2020-2021 school year, a calendar of events for the 2021-2022 school year will be developed.</p>

Mountain Vista High School

Paraprofessional Extra Time 2190 (Carryover) Total Expenditures: \$0.00

Paraprofessional Extra Time 2190 (Carryover) Allocation Balance: \$0.00

Funding Source: Student Advocate 2200 (CSI)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

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

Tasks & Due Dates:

Foster a positive culture through the implementation of PBIS expectations and reward students with special events, celebrations and awards to encourage and highlight those students who ROAR.

CSI Plan:

Provide funding for the full salary of the Student Advocate position whose role is to provide academic supports, Restorative Practices, peer mediation, and community building circles. Also, CSI funding will provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support. Mountain Vista will provide rigorous grade level curriculum with interventions and support so that all students can achieve at high levels. In order to accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide on going coaching and support for teachers to improve instructional practices and to create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist

\$0.00

teachers in designing interventions to address students gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement rigorous and relevant curriculum.

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

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

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Buy out one teacher's prep in order to provide academic coaching and other instructional supports. Hire a roving sub(s) to support at promise students in the classrooms as well as provide teacher release time for Professional Learning centered around student engagement, formative assessments, and intervention. Additionally, provide extra certificated and classified time to promote student learning and collaboration. In order to address students reading below grade level, a Reading Intervention Specialist (TSA) will be added to next year's staffing. This teacher will provide reading intervention through the ARC program for general education students.

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

Outside contracted consultant:
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 * To build motivation and confidence in students who may struggle in academic areas.
 * To support learning through a variety of modalities.
 * To provide authentic experiences to promote writing.
 *Purchase signage to promote PBIS Motto and Goals

Student Advocate 2200 (CSI) Total Expenditures: \$0.00

Student Advocate 2200 (CSI) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$634.00		<p>Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.</p> <p>Tasks & Due Dates: Plan out calendar of events prior to beginning of new school year. The goal for 2021-2022 school year will be to have more activities that showcase and celebrate student achievement.</p>

Supplies 4300 (Parent Ed) Total Expenditures: \$634.00

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

Mountain Vista High School

Funding Source: Travel & Conference 5200 (CSI)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Mountain Vista will support a safe and positive learning culture by promoting, teaching, modeling and providing feedback for the ROAR expectations of professionalism (PBIS acronym). Teams of teachers will attend PBIS training in order to further develop Tier 1 interventions and develop Tier 2 & 3 behavior supports and interventions. Teachers will implement PBIS strategies school wide in an effort to create a more positive school culture. The PBIS team will also be reinforcing the ROAR expectations through character development. The team will be utilizing Character Strong curriculum and will focus on eight character traits. Additionally, this team will also promote SEL through the school wide Advisory to further address the social/emotional needs of students. Teachers will provide timely interventions and behavior supports for struggling students. The Student Advocate will play an integral role in supporting the teachers in the classroom. The S.A. will also provide one-on-one and small group counseling sessions through the use of Community Circles and other Restorative Practices. The Student Advocate will also reinforce positive behaviors from the ROAR matrix and provide additional academic supports.</p> <p>Tasks & Due Dates: Foster a positive culture through the implementation of PBIS expectations and reward students with special events, celebrations and awards to encourage and highlight those students who ROAR.</p> <p>CSI Plan: Provide funding for the full salary of the Student Advocate position whose role is to provide academic supports, Restorative Practices, peer mediation, and community building circles. Also, CSI funding will provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support.</p>

Mountain Vista High School

Travel & Conference 5200 (CSI) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mountain Vista High School

\$2,406.00

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

Tasks & Due Dates:

Foster a positive culture through the implementation of PBIS expectations and reward students with special events, celebrations and awards to encourage and highlight those students who ROAR.

CSI Plan:

Provide funding for the full salary of the Student Advocate position whose role is to provide academic supports, Restorative Practices, peer mediation, and community building circles. Also, CSI funding will provide resources for character development curriculum, travel and conference expenses to promote PBIS, MTSS and other positive behavior support.

Travel & Conference 5200 (Title I) Total Expenditures:	\$2,406.00
Travel & Conference 5200 (Title I) Allocation Balance:	\$0.00
Mountain Vista High School Total Expenditures:	\$32,514.00