



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain Vista High School	20-65243-2030138	9/19/2024	09/24/2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mountain Vista High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- English Language Learners and Hispanic Students

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators	5
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	15
Overall Performance	16
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	33
Goal 3.....	35
Goal 4.....	39
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48
Instructions.....	49
Appendix A: Plan Requirements	56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	59
Appendix C: Select State and Federal Programs	62

Plan Description

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

This plan is being used by Mountain Vista High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- English Language Learners and Hispanic Students

At Mountain Vista High School, we will work to ensure that our 'at-risk' student groups (English Language Learners & Hispanic) are making progress towards grade-level standards and earning the necessary credits to graduate high school. We will do this by creating an ELAC (English Language Advisory Committee) of parents to further support our English Language Learners. We are also going to offer an array of extracurricular activities (i.e. alternative education sports tournaments, field trips and campus activities) to engage students and our families. At Mountain Vista High School, we promote ROAR (Respect, Organization, Accountability, Responsibility) behaviors and will offer students ROAR'ing Thursday, where they will have an opportunity to redeem their ROAR points for awards for displaying high character and positive behaviors. Our school will be a professional learning community where teachers and administration will work together in conjunction with our MUSD DAC's to create engaging, grade-level lessons that will prepare our our students to meet the graduate profile requirements.

Educational Partner Involvement

How, when, and with whom did Mountain Vista High 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 High School we will gather input from our education partners in a variety of ways. We will host Back-to-School night where the principal will give a presentation about Title 1 for parents and students. During the 2024-2025 school year, MVHS will create an ELAC (English Language Advisory Committee) made up of parents and staff. There will also be a SSC (School Site Council) made up of parents and staff. Madera Unified also has a PRC (Parent Resource Center) that provides services for our families.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a result of the Strategic Academic Plan process, we were able to identify a student's 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 have 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. To address the school's suspension rates, we hired two intervention specialist counselors and a student advocate to provide additional academic and behavioral interventions, social-emotional support, and community-building activities. Our Intervention Specialist counselors will be running groups throughout the school year with topics like anger management, social skills, grief, etc. 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 2024-2025 school year, MVHS will be adding more ROAR PBIS signage around campus and in the classrooms to reinforce our behavioral expectations.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red- Suspension Rate.

MVHS was able to hire two intervention specialist counselors and a student advocate who will work to support students on campus. They will oversee interventions, run groups and provide academic counseling for the students of Mt. Vista. MVHS will also use alternatives to suspension in order to make discipline infractions learning experiences.

Orange- Graduation Rate.

MVHS now has a counselor, two intervention specialists, and a student advocate to help students stay up to date on their grades and credits earned/needed. We also have an advisory period on Wednesday afternoon to assist students with their graduate profile.

Orange-English Language Arts

MVHS staff will work with MUSD DAC's (District Academic Coaches) to provide our teachers with professional development on engagement strategies and collaborative structures. Staff will also participate in subject-matter and cross-curricular collaborative teams to ensure that we are embedding the MUSD graduate profile into our lesson design. Staff will also receive PD on best practices for working with students who are multilingual.

Orange- Mathematics

MVHS staff will work with MUSD DACs (District Academic Coaches) to provide our teachers with professional development on engagement strategies and collaborative structures. Staff will also participate in subject-matter and cross-curricular collaborative teams to ensure that we are embedding the MUSD graduate profile into our lesson design. Staff will also receive PD on best practices for working with students who are multilingual. IXL Diagnostics in Math and ELA use NWEA RIT Scores in ELA and MATH and enter them into IXL for individualized intervention

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For English Language Arts, there are no student-groups that are two or more levels below the current level of Orange for all students.

For Mathematics, there are no student-groups that are two or more levels below the current level of Orange for all students.

For graduation, there are no student groups that are two or more levels below the current level of Orange for all students.

For the suspension rate, there are no student groups that are two or more levels below the current level of Red for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

According to our most recent NWEA Map Student Growth Summary Report, our 12th grade students had 57% of students met their "best" reading growth projection. Their achievement percentile in reading is 22. In Math, our 11th graders achievement percentile is 11. We are implementing a Strategic Action plan focused on improving achievement in ELA and Math. Our goal is to implement collaborative structures schoolwide, provide timely feedback to students, and use PBIS strategies to develop positive relationships.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mountain Vista High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.27%	4.22%	2.44%	2	7	4
African American	3.16%	3.01%	2.44%	5	5	4
Asian	%	0.6%	1.22%	0	1	2
Filipino	%	0%	%	0	0	
Hispanic/Latino	91.14%	86.75%	89.02%	144	144	146
Pacific Islander	%	0%	%	0	0	
White	2.53%	4.22%	3.66%	4	7	6
Multiple	1.27%	0.6%	0.61%	2	1	1
Total Enrollment				158	166	164

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	8	7	5
Grade 11	62	68	48
Grade 12	88	91	111
Total Enrollment	158	166	164

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	36	49	16.1%	17.1%	29.9%
Fluent English Proficient (FEP)	63	69	56	46.3%	39.9%	34.1%
Reclassified Fluent English Proficient (RFEP)				8.3%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

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

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

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

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
166	96.4	21.7	1.2
Total Number of Students enrolled in Mountain Vista High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	21.7
Foster Youth	2	1.2
Homeless	13	7.8
Socioeconomically Disadvantaged	160	96.4
Students with Disabilities	6	3.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3
American Indian	7	4.2
Asian	1	0.6
Hispanic	144	86.7
Two or More Races	1	0.6
White	7	4.2

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Orange	Suspension Rate  Red
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
College/Career  Very Low		

School and Student Performance Data

Academic Performance English Language Arts

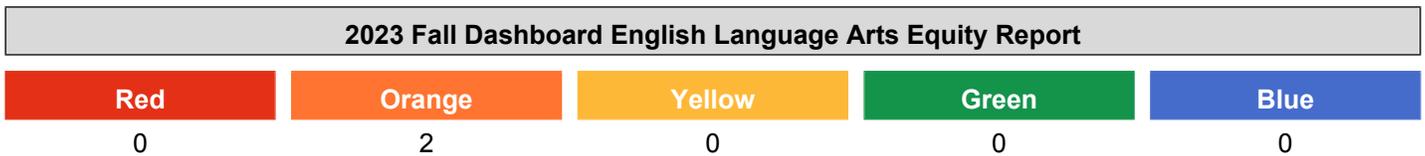
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 74.8 points below standard Increased Significantly +45.5 points 56 Students	English Learners 141.5 points below standard Increased Significantly +50.9 points 13 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 73.6 points below standard Increased Significantly +52.9 points 55 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 92.7 points below standard Increased Significantly +32.4 points 50 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.9 points below standard Increased Significantly +61.7 points 12 Students	Less than 11 Students 1 Student	45.3 points below standard Increased Significantly +64.6 points 21 Students

School and Student Performance Data

Academic Performance Mathematics

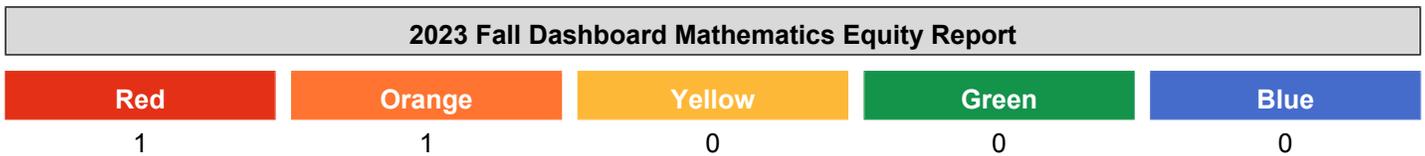
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e0e0e0;">183.2 points below standard</td> </tr> <tr> <td>Increased +4.9 points</td> </tr> <tr> <td>57 Students</td> </tr> </tbody> </table>	All Students	 Orange	183.2 points below standard	Increased +4.9 points	57 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>217.2 points below standard</td> </tr> <tr> <td>Decreased -3.4 points</td> </tr> <tr> <td>13 Students</td> </tr> </tbody> </table>	English Learners	217.2 points below standard	Decreased -3.4 points	13 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student
All Students														
 Orange														
183.2 points below standard														
Increased +4.9 points														
57 Students														
English Learners														
217.2 points below standard														
Decreased -3.4 points														
13 Students														
Foster Youth														
Less than 11 Students														
1 Student														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>7 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	7 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e0e0e0;">182.5 points below standard</td> </tr> <tr> <td>Increased +9.7 points</td> </tr> <tr> <td>56 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	182.5 points below standard	Increased +9.7 points	56 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Students with Disabilities	Less than 11 Students	2 Students	
Homeless														
Less than 11 Students														
7 Students														
Socioeconomically Disadvantaged														
 Orange														
182.5 points below standard														
Increased +9.7 points														
56 Students														
Students with Disabilities														
Less than 11 Students														
2 Students														

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 189.8 points below standard Maintained +2 points 51 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
208.8 points below standard Increased Significantly +18.3 points 12 Students	Less than 11 Students 1 Student	185.2 points below standard Increased +10.9 points 21 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
41.7% making progress towards English language proficiency
Number of EL Students: 36 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	14	0	15

School and Student Performance Data

Academic Performance College/Career Report

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

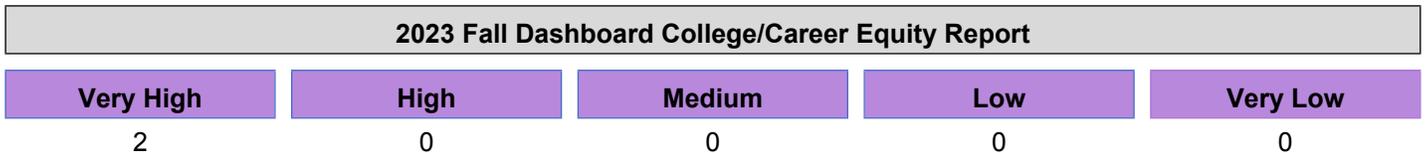
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group

<p align="center">All Students</p> <p align="center">0 Prepared 84 Students</p>	<p align="center">English Learners</p> <p align="center">0 Prepared 21 Students</p>	<p align="center">Foster Youth</p> <p align="center">Less than 11 Students 3 Students</p>
<p align="center">Homeless</p> <p align="center">0 Prepared 12 Students</p>	<p align="center">Socioeconomically Disadvantaged</p> <p align="center">0 Prepared 82 Students</p>	<p align="center">Students with Disabilities</p> <p align="center">Less than 11 Students 5 Students</p>

2023 Fall Dashboard College/Career Report by Race/Ethnicity

<p align="center">African American</p> <p align="center">Less than 11 Students 3 Students</p>	<p align="center">American Indian</p> <p align="center">Less than 11 Students 2 Students</p>	<p align="center">Asian</p> <p align="center">0 Students</p>	<p align="center">Filipino</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p> <p align="center">0 Prepared 74 Students</p>	<p align="center">Two or More Races</p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center">Pacific Islander</p> <p align="center">0 Students</p>	<p align="center">White</p> <p align="center">Less than 11 Students 3 Students</p>

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>All Students</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>English Learners</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Foster Youth</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>Homeless</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Socioeconomically Disadvantaged</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Students with Disabilities</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

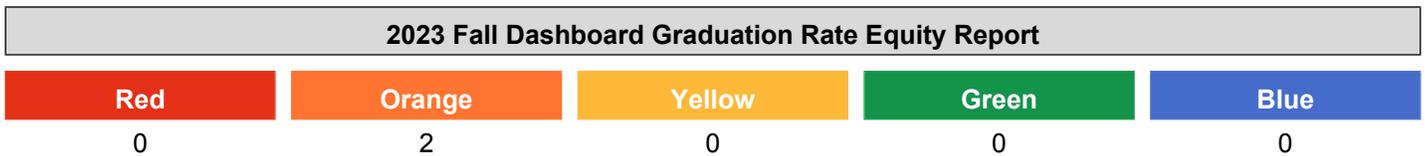
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 70% graduated Decreased -2 90 Students	English Learners 56.5% graduated 23 Students	Foster Youth Less than 11 Students 3 Students
Homeless 92.3% graduated Increased Significantly 15.4 13 Students	Socioeconomically Disadvantaged  Orange 69.3% graduated Decreased -1.9 88 Students	Students with Disabilities Less than 11 Students 5 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">69.6% graduated</p> <p align="center">Decreased -2.8</p> <p align="center">79 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

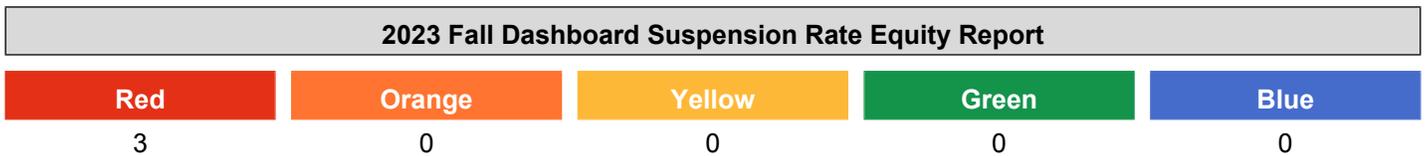
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students 3 Students
25.1% suspended at least one day	30.4% suspended at least one day	
Increased Significantly 6.2 207 Students	Increased 13.4 46 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
25% suspended at least one day	 Red	36.4% suspended at least one day
24 Students	24.9% suspended at least one day	11 Students
	Increased Significantly 5.7 201 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>26.2% suspended at least one day</p> <p>Increased Significantly 7 183 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 8 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Assets Based Multilingualism

Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at risk of becoming Long-Term English Learners (LTEL) and students who have already become LTELs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources and effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learners who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	41.7% making progress towards English language proficiency 2023/2024	50% making progress towards English language proficiency 2024-25
English Learner Reclassification Rate Data Source: DataQuest	2% estimated in 2023-2024	10% of English Language Learner students will meet criteria for reclassification. 2024-2025
NWEA Reading Best Target Met for English Language Learners. The percentage of English Language	55.3% of English Language Learners at Mt. Vista met or were on-track to	65% of English Language Learners at Mt. Vista met or were on-track to meet

Learners who have met or are on-track to meet their individualized best target in Reading.	meet their Best Growth Target in Reading on the NWEA.	their Best Growth Target in Reading on the NWEA.
ELAC Meeting Attendance Data Source: MUSD Meeting Participants tracking sheet	MVHS had 0 parents participate in ELAC during the 2023-2024 school year.	MVHS will have at least 5 parents participate in ELAC for the 2024-2025 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplies: Mountain Vista will host various activities that will provide positive reasons for parents to come on campus, including but not limited to parent conferences, back-to-school nights, School Site Council meetings, ELAC meetings, parent information nights, student showcases, and student achievement celebrations. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase communication with our parents.	All Student Groups	676 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used in Goal 4
1.2	Outside Contracted Services: Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: 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. Provide guest speakers.	All Student Groups	60 Outside Contracted Services: 5800 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 3

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 1 Strategy/Activity 1
 Name of Activity:
 Strategy/Activity/Action 1: Supplies 4300 (Parent Ed)
 What were the activities implemented and to what level?
 Mountain Vista will host of variety of activities that will provide positive reasons for parents to come on campus including but not limited to parent conferences, back to school night, School Site Council meetings, ELAC meetings, parent information nights, and student showcases as well as student achievement celebrations. Mt. Vista will also utilize Parent Square and a monthly parent newsletter to increase the level of communication to our parents.
 What was not implemented that was in the 2023-24 site plan and why?

ELAC was not developed

What was the overall effectiveness of this action?

Mt. Vista hosted back-to-school night in the Fall 2023 semester and Open House in the Spring 2024 semester. There were raffles and food for families. Parents were given a copy of their child's credits earned along with progress updates.

Goal 1 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Outside Contracted Services 5800 (Parent Ed)

What were the activities implemented and to what level?

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

What was not implemented that was in the 2023-24 site plan and why?

We were not able to get a school site council or ELAC off the ground. It was difficult to get parents to participate with school events.

What was the overall effectiveness of this action?

It was not effective.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Supplies (Parent Ed) 4300

*Budgeted: \$ 630.00 Estimated Actuals: \$ 307.50

*Difference: \$ 322.50

Why or why not is there a difference?:

There is a difference because Mt. Vista High School did not create or hold ELAC meetings during the 2023-2024 school year.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Outside Contracted Services 5800 (Parent Ed)

*Budgeted: \$ 60 Estimated Actuals: \$ 0

*Difference: \$ 60

Why or why not is there a difference?: All budgeted amounts were spent.

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.

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

Keep. We want to continue with hosting events on campus to try and get parents involved.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We are keeping this goal because we want to increase parent participation.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

Modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will modify budgeted amount based on need.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High-Quality Student Engagement Opportunities

Madera Unified strives to offer a diverse range of activities that expand students' interests, access, and talents. By doing so, we aim to create an inclusive environment where every student feels represented and encouraged to participate. Madera Unified School District boasts an array of co-curricular opportunities and/or programs encompassing the arts (inclusive of Dance, Media Arts, Music, Theatre, and Visual Art), sports, Science Technology Engineering and Math (STEM), community service and leadership development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities :
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of unique student participants in MULES, MS Athletics, or HS athletics. For Mt. Vista, it will be number of unique student participants in alt-ed sports opportunities.	23 number of unique students at Mt. Vista High School participated in alt-ed sports opportunities in 2023-2024	30 unique students at Mt. Vista High School will participate in alt-ed sports opportunities during the 2024-2025 School Year.
Number of students participating in an arts activity after the school day.	20 Number of students participated in an arts activity after the school day at MVHS in the 2023-2024 school year.	25 students will participate in an arts activity after the school day at MVHS during the 2024-2025 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Field Trips and Entrance/Conference Fees: Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. Students will have the opportunity to participate in intramural sports tournaments and after school arts classes. Travel: Expenses to cover travel costs for trips and events.	All Students	2400 Field Trips: 5716 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 3
2.2	Entry Fees: Entry Fees & Instruction: Mountain Vista will focus on helping students 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.	All Students	1730 Entry Fees: 5808 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 3.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NA

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Effective Learning Environments

Madera Unified School District will create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers. To do so, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional learning, collaborative opportunities, and incentives, we seek to create school environments where students feel safe and connected.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 22-23 school year:

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data Source: California Dashboard	During the 2022-2023 school year, 25.1% of MVHS students were suspended at least once. During the 2022-2023 school year, ATSI targeted Suspension Rates for EL (30.4%) and Hispanic (26.2%)	MVHS will have a suspension rate of 10% of students suspended at least once during the 2024-2025 school year. ATSI Suspension Rate Expected Outcomes: EL: 10% Hispanic: 10%
SSC attendance Data Source: MUSD Meeting Participants tracking sheet	During the 2023-2024 school year, MVHS had 0 attendees for SSC meetings.	By the end of the 2024-2025 school year, MVHS will have 5 attendees for SSC meetings.

Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results School Safety - 60%, School Belonging - 48%, School Climate - 48%, School Engagement - 35% in Spring of 2023/2024	
---	--	--

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Travel & Conference: 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 support, and other behavioral supports. Mt. Vista will continue to partner with the MUSD and Youth Empowerment program to provide wrap around services to our students. Purchase materials to support the PBIS framework, MTSS, and other supplies to promote positive school culture. Contract services for the purpose of but not be limited to motivational speakers, professional development, consultants, and signage to support our PBIS framework and promote student achievement. Additional staffing will also be added through CSI funding for a Behavioral Health Clinician.	All Students	4734 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in goal 4 1000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 3 Strategy/Activity 1

Name of Activity:

Strategy/Activity/Action 1: Travel & Conference 5200 (Title I)

What were the activities implemented and to what level?

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

What was not implemented that was in the 2023-24 site plan and why?

ROAR PBIS incentives and advisory were both implemented during the 2023-2024 school year. There was no student advocate but we did have a Child Welfare Attendance Liaison for the school year.

What was the overall effectiveness of this action?

Goal 3 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Entry Fees 5808 (Title I), Rental/Leases/Non-Cap 5600 (Title I)

What were the activities implemented and to what level?

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

What was not implemented that was in the 2023-24 site plan and why?

Staff worked together in collaborative teams

What was the overall effectiveness of this action?

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

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Travel & Conference 5200 (Title I)

*Budgeted: \$ 6253 Estimated Actuals: \$ 5253

*Difference: \$ 1000

Why or why not is there a difference?:

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Entry Fees 5808 (Title I), Rental/Leases/Non-Cap 5600 (Title I)

*Budgeted: \$ 630 Estimated Actuals: \$ 307.50

*Difference: \$ 322.50

Why or why not is there a difference?:

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.

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Travel & Conference 5200 (Title I)

*Changes: Keep, Delete, or Modify?

Modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

During the 2024-2025 school year, Mt. Vista High School will be implementing the Five Star Students program to assist with our ROAR points and hall passes. School staff would like to attend a user conference out of state in September in order to better understand how to use the program.

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Entry Fees 5808 (Title I), Rental/Leases/Non-Cap 5600 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Mt. Vista High School will continue to offer field trip opportunities for students to increase access to educational and social-emotional activities outside of campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maximize Student Achievement

Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
Basic Services
State Standards
Student Achievement
Student Engagement
Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We believe all Madera Unified students will receive a quality education. The expectation is that all students, from preschool through high school, can learn at high levels. To ensure this, we provide a curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to 12 grade. Our vision relies on a partnership with actively engaged families and a supportive community. Students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Growth Target Met Progress (Reading) Data Source: NWEA Assessment Results	53.1% of MVHS students met NWEA Growth Target (Reading) during the Spring 2024 administration. Data Source: NWEA Assessment Results.	57% of MVHS students will meet their NWEA Growth Target (Reading) by the Spring 2025 administration. Data Source: NWEA Assessment Results.
NWEA Growth Target Met Progress (Math) Data Source: NWEA Assessment Results	42.1% of MVHS students met NWEA Growth Target (Math) during the Spring 2024 administration. Data Source: NWEA Assessment Results.	45% of MVHS students will meet their NWEA Growth Target (Math) by the Spring 2025 administration. Data Source: NWEA Assessment Results.
High School Graduation Rate Data Source: California Dashboard	MVHS had a 70% High School Graduation Rate during the 2022-2023	MVHS will have a 75% High School Graduation Rate for the 2024-2025 school year. ATSI expected outcome

	school year. ATSI targeted Graduation Rate for Hispanic students at 69.6%. Data Source: California Dashboard	Graduation Rate for Hispanic students is 75%. Data Source: California Dashboard
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	CAASPP ELA scores for English Language Learners at MVHS in 2022-2023 was -141.5 DFS. For Hispanic students, it was -92.7 DFS.	CAASPP ELA scores for English Language Learners and Hispanic students at MVHS will grow by 5 points in 2024-2025.
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	CAASPP Math scores for English Language Learners at MVHS in 2022-2023 was -217.2 DFS. For Hispanic students, it was -189.8 DFS.	CAASPP Math scores for English Language Learners and Hispanic students at MVHS will grow by 5 points in 2024-2025.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Purchase supplemental Instructional supplies, books and reference materials and duplication/Print shop. Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students' 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 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.	All Students	5405 Instructional Supplies: 4310 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used for G1 450 Computer Hardware Under \$500: 4385 (Carryover) 5000-5999: Services And Other Operating Expenditures 1355 Computer Hardware \$500-\$5,000: 4485 (CSI) 5000-5999: Services And Other Operating Expenditures
4.2	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.	All Students	1229 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in G1 592 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in G1

	* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD		
4.3	* 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	All Students	15665 Computer Hardware/Software Maintenance & License: 5885 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in G1 and G2

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 4 Strategy/Activity 1
 Name of Activity:
 Strategy/Activity/Action 1: Certificated Subs 1125 (Title 1)
 What were the activities implemented and to what level?
 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.
 School Plan for Student Achievement (SPSA) Page 43 of 67 Mountain Vista High School
 * 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
 What was not implemented that was in the 2023-24 site plan and why?

 What was the overall effectiveness of this action?

 Goal 4 Strategy/Activity 2
 Name of Activity:
 Strategy/Activity/Action 2: Comp Hardware/Softwear Maintenance & License 5885 (Title 1), Instructional Supplies 4310 (Title 1)
 What were the activities implemented and to what level?
 Provide teacher release time, extra time and Travel and Conference:
 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.

What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?

Goal 4 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: Comp Hardwear Under \$500.00 4385 (Title 1), Comp Hardwear \$500-\$5,000 4485 (Title 1)

What were the activities implemented and to what level?

Technology use:

* Teachers will integrate technology as a tool to help students gain proficiency in state standards.

* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.

* Ensure inventory of computers is adequate.

* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Purchase technology and supplemental materials:

* Purchase technology to support technology goals.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

* Provide for repairs as needed to keep equipment in working order.

* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Certificated Subs 1125 (Title 1), Certificated Extra Time 1190 (Title 1)

*Budgeted: \$ 1,821.00 Estimated Actuals: \$ 360.00

*Difference: \$ 1461.00

Why or why not is there a difference?:

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Comp Hardwear/Softwear Maintenance & License 5885 (Title 1) \$13,765.00, Instructional Supplies 4310 (Title 1) \$6,882.00

*Budgeted: \$ 20,647.00 Estimated Actuals: \$ 16,676.67

*Difference: \$ 3,970.00

Why or why not is there a difference?:

Goal 1 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Comp Hardwear Under \$500.00 4385 (Title 1) \$450.00, Comp Hardwear \$500-\$5,000 4485 (Title 1) \$3,155.00

*Budgeted: \$ 3,605.00 Estimated Actuals: \$ 2,173.97

*Difference: \$ 1,431.97

Why or why not is there a difference?:

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.

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Goal 1 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

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

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Certificated Extra Time: 1190 (Title I)	\$592.00
Certificated Subs: 1125 (Title I)	\$1,229.00
Computer Hardware \$500-\$5,000: 4485 (CSI)	\$1,355.00
Computer Hardware Under \$500: 4385 (Carryover)	\$450.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	\$15,665.00
Entry Fees: 5808 (Title I)	\$1,730.00
Field Trips: 5716 (Title I)	\$2,400.00
Instructional Supplies: 4310 (Parent Ed)	\$5,405.00
Outside Contracted Services: 5800 (Parent Ed)	\$60.00
Supplies: 4300 (Parent Ed)	\$676.00
Travel & Conference: 5200 (Title I)	\$5,734.00

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Certificated Extra Time: 1190 (Title I)	592.00
Certificated Subs: 1125 (Title I)	1,229.00
Computer Hardware \$500-\$5,000: 4485 (CSI)	1,355.00
Computer Hardware Under \$500: 4385 (Carryover)	450.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	15,665.00
Entry Fees: 5808 (Title I)	1,730.00
Field Trips: 5716 (Title I)	2,400.00
Instructional Supplies: 4310 (Parent Ed)	5,405.00
Outside Contracted Services: 5800 (Parent Ed)	60.00
Supplies: 4300 (Parent Ed)	676.00
Travel & Conference: 5200 (Title I)	5,734.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,821.00
4000-4999: Books And Supplies	676.00
5000-5999: Services And Other Operating Expenditures	32,799.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	592.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	1,229.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware \$500-\$5,000: 4485 (CSI)	1,355.00

5000-5999: Services And Other Operating Expenditures	Computer Hardware Under \$500: 4385 (Carryover)	450.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	15,665.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Title I)	1,730.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Title I)	2,400.00
5000-5999: Services And Other Operating Expenditures	Instructional Supplies: 4310 (Parent Ed)	5,405.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Parent Ed)	60.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	676.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	5,734.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	736.00
Goal 2	4,130.00
Goal 3	5,734.00
Goal 4	24,696.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:



Principal, Alejandro Juarez on 5/20/2021

SSC Chairperson, Cassandra Avilia on 5/20/2021

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023