School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain View High School	43696094334728	February 26, 2025	May 19, 2025

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 View High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Mountain View High School will engage in Comprehensive Support and Improvement to address the following: narrowing the opportunity and expectation gap for critical learners, including EL, Special Ed, and Latinx students; strengthening effective communication systems among staff and between the school and community; implementing and monitoring systems to address student and staff wellness; strengthening and supporting staff teams to create rigorous, emotionally safe, and culturally relevant spaces for all students; and using data to measure, reflect, and make decisions regarding the social, emotional, and academic needs for all the students we serve.

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....5
Educational Partner Involvement....5
Resource Inequities....5
Comprehensive Needs Assessment Components....5
- California School Dashboard (Dashboard) Indicators....6
- Other Needs....6

School and Student Performance Data....7
- Student Enrollment....7
- CAASPP Results....9
- ELPAC Results....13
- Student Population....16
- Overall Performance....18
- Academic Performance....20
- Academic Engagement....27
- Conditions & Climate....30

Goals, Strategies, & Proposed Expenditures....32
- Goal 1....32
- Goal 2....36
- Goal 3....39
- Goal 4....42
- Goal 5....46

Budget Summary....47
- Budget Summary....47
- Other Federal, State, and Local Funds....47

Budgeted Funds and Expenditures in this Plan....48
- Funds Budgeted to the School by Funding Source....48
- Expenditures by Funding Source....48
- Expenditures by Budget Reference....48
- Expenditures by Budget Reference and Funding Source....48
- Expenditures by Goal....48

School Site Council Membership....49
Recommendations and Assurances....50
Instructions....51
Appendix A: Plan Requirements....58

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61
Appendix C: Select State and Federal Programs 64

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 View High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Mountain View High School will engage in Comprehensive Support and Improvement to address the following: narrowing the opportunity and expectation gap for critical learners, including EL, Special Ed, and Latinx students; strengthening effective communication systems among staff and between the school and community; implementing and monitoring systems to address student and staff wellness; strengthening and supporting staff teams to create rigorous, emotionally safe, and culturally relevant spaces for all students; and using data to measure, reflect, and make decisions regarding the social, emotional, and academic needs for all the students we serve.

MVLA's LCAP and other federal, state, and local programs, and MVHS's SPSA are closely aligned with ESSA and will enable us to effectively meet those requirements. Areas of need identified in the LCAP and addressed by its goals that are also addressed in MVHS's SPSA include: progress of our English learners, students with disabilities, and socioeconomically disadvantaged students; student engagement and school connectedness; chronic absenteeism. Additionally, the parent, family, and community engagement component of ESSA is also addressed in MVHS's SPSA.

Educational Partner Involvement

How, when, and with whom did Mountain View 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

This annual SPSA update was developed in collaboration with and reviewed by the School Site Council which is comprised of the principal, an assistant principal, three parents, three teachers, one classified staff member, and three students. The School Site Council will approve the SPSA before it is presented to the school board.

Mountain View High School completed its WASC Accreditation process in November 2024. A comprehensive needs assessment was completed under the WASC self-study and has formed the basis of the school's goals contained in the SPSA.

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.

We continue to offer Chromebooks and hotspots to students with limited WIFI access, who have trouble accessing curricular materials at home.

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.

There are no state indicators for which overall performance was in the "Red" or "Orange" performance category.

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.

The following student groups were two or more performance levels before the "all student" performance on the state indicators as noted below:
-ELA ("Blue" for "all student" performance); English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities were all in the "Red" category.
-Math ("Blue" for "all student" performance); English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities were all in the "Red" category.
-English Learner Progress ("Green" for "all student" performance); Long-term English Learners were in the "Orange" category
-College/Career ("Green" for "all student" performance); Hispanic students and Students with Disabilities were in the "Orange" category
-Suspension Rate ("Green" for "all student" performance); Long-term English Learners were in the "Orange" category

Other Needs

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

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 View 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	0.22%	0.05%	0.14%	5	1	3
African American	1.60%	1.4%	1.36%	37	31	30
Asian	23.70%	25.36%	27.43%	549	563	604
Filipino	2.55%	2.34%	2.41%	59	52	53
Hispanic/Latino	23.14%	23.15%	22.48%	536	514	495
Pacific Islander	0.35%	0.45%	0.50%	8	10	11
White	38.04%	36.67%	34.56%	881	814	761
Two or More Races	9.76%	10.59%	11.13%	226	235	245
Not Reported	0.65%	0%	%	15	0	
			Total Enrollment	2,316	2220	2202

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	570	474	538
Grade 10	565	565	489
Grade 11	575	561	572
Grade 12	606	620	603
Total Enrollment	2,316	2,220	2,202

Conclusions based on this data:

1. Our overall student enrollment and subgroup populations remain largely consistent.
2. There was a slight in our Asian student population in 23-24.

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	196	190	148	7.6%	8.5%	6.7%
Fluent English Proficient (FEP)	728	700	742	31.9%	31.4%	33.7%
Reclassified Fluent English Proficient (RFEP)				6.4%		

Conclusions based on this data:

1. There was a decline in English Learners from 22-23 to 23-24. This likely reflects the re-establishment of the EL program at Los Altos High School, the other comprehensive high school in our district.
2. There was an increase in Fluent English Proficient Students from 22-23 to 23-24.
3. Data for Reclassified Fluent English Proficient (RFEP) students was not available at the time this report was prepared.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	576	559	567	367	488	513	365	488	513	63.7	87.3	90.5
All Grades	576	559	567	367	488	513	365	488	513	63.7	87.3	90.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2688.	2690.	2686.	59.45	59.02	62.18	24.66	26.23	19.88	8.22	8.20	7.21	7.67	6.56	10.72
All Grades	N/A	N/A	N/A	59.45	59.02	62.18	24.66	26.23	19.88	8.22	8.20	7.21	7.67	6.56	10.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	56.16	55.14	55.95	36.99	38.89	34.89	6.85	5.97	9.16
All Grades	56.16	55.14	55.95	36.99	38.89	34.89	6.85	5.97	9.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	56.99	59.05	58.67	33.70	33.13	29.82	9.32	7.82	11.50
All Grades	56.99	59.05	58.67	33.70	33.13	29.82	9.32	7.82	11.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.40	33.74	33.72	67.12	59.26	60.23	5.48	7.00	6.04
All Grades	27.40	33.74	33.72	67.12	59.26	60.23	5.48	7.00	6.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	49.32	49.18	52.44	44.66	46.91	40.94	6.03	3.91	6.63
All Grades	49.32	49.18	52.44	44.66	46.91	40.94	6.03	3.91	6.63

Conclusions based on this data:

1. An ongoing schoolwide focus on CAASPP testing participation raised the percentage of students who participated by 33.7% between the 21-22 and 22-23 school years.

2. There was an increase in Overall Achievement for All Students on the CAASPP ELA. 84.11% met or exceeded standards in 21-22 while 85.25% met or exceeded standards in 22-23.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	576	559	567	356	484	513	356	484	513	61.8	86.6	90.5
All Grades	576	559	567	356	484	513	356	484	513	61.8	86.6	90.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2695.	2692.	2693.	50.84	49.79	50.68	21.91	19.63	18.52	9.55	12.19	15.01	17.70	18.39	15.79
All Grades	N/A	N/A	N/A	50.84	49.79	50.68	21.91	19.63	18.52	9.55	12.19	15.01	17.70	18.39	15.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	57.30	54.96	54.39	26.40	25.62	28.85	16.29	19.42	16.76
All Grades	57.30	54.96	54.39	26.40	25.62	28.85	16.29	19.42	16.76

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48.60	49.59	48.73	40.17	38.84	39.18	11.24	11.57	12.09
All Grades	48.60	49.59	48.73	40.17	38.84	39.18	11.24	11.57	12.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	49.44	46.90	46.59	41.85	40.91	42.11	8.71	12.19	11.31
All Grades	49.44	46.90	46.59	41.85	40.91	42.11	8.71	12.19	11.31

Conclusions based on this data:

1. An ongoing schoolwide focus on CAASPP testing participation raised the percentage of students who participated by 33.7% between the 21-22 and 22-23 school years.
2. There was a decrease in Overall Achievement for All Students on the CAASPP ELA. 72.8% met or exceeded standards in 21-22 while 69.4% met or exceeded standards in 22-23.

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) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1500.5	1510.8	1520.9	1479.7	1493.3	1516.3	1520.8	1527.9	1525.0	59	20	28
10	1540.3	1529.8	1541.5	1536.2	1518.2	1524.8	1544.1	1541.0	1557.8	50	51	24
11	1478.1	1539.7	1517.9	1450.9	1530.0	1509.0	1504.7	1549.0	1526.3	44	40	47
12	1500.8	1514.8	1537.5	1486.1	1498.2	1533.4	1515.1	1530.8	1541.1	55	53	36
All Grades										208	164	135

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.24	10.00	10.71	18.97	40.00	14.29	12.07	10.00	35.71	51.72	40.00	39.29	58	20	28
10	28.57	17.65	25.00	26.53	25.49	29.17	16.33	15.69	8.33	28.57	41.18	37.50	49	51	24
11	4.55	20.00	10.64	18.18	17.50	25.53	11.36	32.50	17.02	65.91	30.00	46.81	44	40	47
12	9.43	15.69	11.43	13.21	21.57	34.29	24.53	13.73	22.86	52.83	49.02	31.43	53	51	35
All Grades	15.20	16.67	13.43	19.12	24.07	26.12	16.18	18.52	20.90	49.51	40.74	39.55	204	162	134

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.41	20.00	17.86	18.97	35.00	35.71	13.79	5.00	10.71	44.83	40.00	35.71	58	20	28
10	40.82	25.49	37.50	22.45	17.65	12.50	6.12	19.61	16.67	30.61	37.25	33.33	49	51	24
11	13.64	25.00	21.28	15.91	30.00	27.66	6.82	17.50	17.02	63.64	27.50	34.04	44	40	47
12	15.09	17.65	25.71	18.87	25.49	28.57	20.75	11.76	17.14	45.28	45.10	28.57	53	51	35
All Grades	23.04	22.22	24.63	19.12	25.31	26.87	12.25	14.81	15.67	45.59	37.65	32.84	204	162	134

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.34	5.00	7.14	10.34	30.00	3.57	27.59	20.00	46.43	51.72	45.00	42.86	58	20	28
10	6.12	11.76	16.67	26.53	17.65	33.33	32.65	29.41	8.33	34.69	41.18	41.67	49	51	24
11	4.55	5.00	4.26	2.27	22.50	8.51	27.27	32.50	34.04	65.91	40.00	53.19	44	40	47
12	3.77	3.92	2.86	9.43	23.53	14.29	24.53	17.65	40.00	62.26	54.90	42.86	53	51	35
All Grades	6.37	6.79	6.72	12.25	22.22	13.43	27.94	25.31	33.58	53.43	45.68	46.27	204	162	134

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.17	5.00	10.71	51.72	50.00	46.43	43.10	45.00	42.86	58	20	28
10	10.20	11.76	8.33	59.18	45.10	45.83	30.61	43.14	45.83	49	51	24
11	4.55	7.50	0.00	29.55	52.50	42.55	65.91	40.00	57.45	44	40	47
12	5.66	1.96	0.00	30.19	50.98	57.14	64.15	47.06	42.86	53	51	35
All Grades	6.37	6.79	3.73	43.14	49.38	47.76	50.49	43.83	48.51	204	162	134

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	39.66	55.00	46.43	13.79	5.00	17.86	46.55	40.00	35.71	58	20	28
10	61.22	49.02	54.17	6.12	19.61	12.50	32.65	31.37	33.33	49	51	24
11	23.26	62.50	46.81	13.95	12.50	27.66	62.79	25.00	25.53	43	40	47
12	42.31	51.02	61.76	21.15	10.20	23.53	36.54	38.78	14.71	52	49	34
All Grades	42.08	53.75	51.88	13.86	13.13	21.80	44.06	33.13	26.32	202	160	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.24	25.00	7.14	24.14	30.00	35.71	58.62	45.00	57.14	58	20	28
10	16.33	17.65	29.17	40.82	37.25	29.17	42.86	45.10	41.67	49	51	24
11	4.65	10.00	4.26	23.26	42.50	38.30	72.09	47.50	57.45	43	40	47
12	9.62	5.88	8.57	25.00	43.14	42.86	65.38	50.98	48.57	52	51	35
All Grades	12.38	12.96	10.45	28.22	39.51	37.31	59.41	47.53	52.24	202	162	134

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.72	0.00	3.57	51.72	60.00	60.71	46.55	40.00	35.71	58	20	28
10	0.00	1.96	0.00	75.51	62.75	66.67	24.49	35.29	33.33	49	51	24
11	6.98	7.69	2.13	30.23	61.54	61.70	62.79	30.77	36.17	43	39	47
12	1.92	4.08	0.00	34.62	38.78	74.29	63.46	57.14	25.71	52	49	35
All Grades	2.48	3.77	1.49	48.51	54.72	65.67	49.01	41.51	32.84	202	159	134

Conclusions based on this data:

1. Overall Oral Language mean scale scores show an increase across all grade levels (9-12) from 2021-22 to 2023-24.
2. The Written Language mean scale scores also increased across all grade levels from 2021-22 to 2023-24.
3. In the Listening Domain, the percentage of students rated as "Beginning" is notably high across all grades and years.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,202	**13.3%**	**6.7%**	**0.1%**
Total Number of Students enrolled in Mountain View 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	6.7%
Foster Youth	3	0.1%
Homeless	52	2.4%
Socioeconomically Disadvantaged	292	13.3%
Students with Disabilities	251	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	1.4%
American Indian	3	0.1%
Asian	604	27.4%
Filipino	53	2.4%
Hispanic	495	22.5%
Two or More Races	245	11.1%
Pacific Islander	11	0.5%
White	761	34.6%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are the largest student group, comprising 13.3% of our student body. The remaining student groups in descending order of population are Students with Disabilities (11.4%), English Learners (6.7%). Homeless (2.4%), and Foster Youth (0.1%).

2. White students are the largest enrollment group by Race/Ethnicity, comprising 34.6% of our student body. The remaining student groups in descending order of population are Asian (27.4%), Hispanic (22.5%), Two or More Races (11.1%), Filipino (2.4%), African American (1.4%), Pacific Islander (0.5%).

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Blue		
English Learner Progress Green		
College/Career Blue		

Conclusions based on this data:

1. MVHS improved its Overall Performance for All Students in the Graduation Rate category, moving from the "Green" category in Fall 2023 to the "Blue" category in Fall 2024.
2. MVHS improved its Overall Performance for All Students in the English Learner Progress category, moving from the "Orange" category in Fall 2023 to the "Green" category in Fall 2024.
3. MVHS remained consistent in several areas for Overall Performance for All Students: English Language Arts and Mathematics continue to be in the "Blue" category, and the Suspension Rate continues to be in the "Green" category.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	1	2

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Red	No Performance Color
89.2 points above standard	97.0 points below standard	Less than 11 Students
Increased 7.5 points	Declined 31.5 points	9 Students
532 Students	56 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	171.7 points below standard	62.0 points below standard
	12 Students	Declined 55.7 points
		84 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
70.5 points below standard	Less than 11 Students	0 Students
Declined 16.4 points	7 Students	
50 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Red
132.1 points above standard	37.6 points above standard	46.8 points below standard
Declined 3.7 points	Declined 67.4 points	Declined 19.6 points
138 Students	11 Students	116 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
148.0 points above standard	Less than 11 Students	124.9 points above standard
Increased 58.3 points	3 Students	Increased 28.3 points
53 Students		208 Students

Conclusions based on this data:

1. Overall Performance for All Students remains in the "Blue" category, with an increase of 7.5 points.
2. With the exception of students who are White and who are Two or More Races, whose ELA scores increased by 58.3 points, students in all other categories saw a decline in ELA scores on the Fall 2024 Equity Report.
3. English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students all experienced moderate to significant declines and warrant attention.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	1	2

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Red	No Performance Color
49.6 points above standard	151.9 points below standard	Less than 11 Students
Increased 16.9 points	Maintained 0.6 points	9 Students
535 Students	59 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	180.8 points below standard	127.6 points below standard
	14 Students	Declined 19.3 points
		86 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
133.4 points below standard	Less than 11 Students	0 Students
Maintained 2.5 points	7 Students	
50 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Red
116.4 points above standard	38.7 points below standard	116.6 points below standard
Declined 11.0 points	Declined 77.9 points	Maintained 0.8 points
138 Students	11 Students	117 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
97.2 points above standard	Less than 11 Students	95.6 points above standard
Increased 61.5 points	3 Students	Increased 47.7 points
53 Students		209 Students

Conclusions based on this data:

1. Overall Performance for All Students remains in the "Blue" category, with an increase of 16.9 points.
2. With the exception of students who are White and who are Two or More Races, whose Math scores increased by 58.3 points, and English Learners and Hispanic Students, whose Math scores maintained, students in all other categories saw a decline in Math scores on the Fall 2024 Equity Report.
3. English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students all experienced moderate to significant declines and warrant attention.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	Orange
49.1% making progress.	44.1% making progress.
Number Students: 108 Students	Number Students: 34 Students

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.

2024 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**
12%	34.3%	0.9%	45.4%

Conclusions based on this data:

1. English Learner Progress increased by 4.6%.
2. Long-Term English Learner Progress declined by 9.5%
3. 80.6% of current EL students progressed at least one ELPI level, maintained ELPI level 4, or maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	3

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
74.5 Prepared	21 Prepared	19.2 Prepared
Increased 2.2	Increased 6.2	Declined 7.1
569 Students	62 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students 0	16.7 Prepared	41.4 Prepared
4 Students	Increased 10.8	Increased 5.3
	18 Students	140 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
25.8 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0.9	8 Students	2 Students
66 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
91.5 Prepared	85 Prepared	35.7 Prepared
Increased 5.4	Declined 6.7	Declined 7.8
141 Students	20 Students	129 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
84.4 Prepared	Less than 11 Students 0	82.9 Prepared
Increased 6.4	2 Students	Increased 2.7
45 Students		222 Students

Conclusions based on this data:

1. College/Career Performance for All Students remains high and was in the "Blue" category for the Fall 2024 Dashboard Report.
2. While the number of English Learners and Socioeconomically Disadvantaged Students increased moderately, their College/Career Performance remains far below the level for All Students.
3. Long-Term English Learners and Hispanic Students remain an area of focus for MVHS, as their College/Career Performance Data declined and continues to remain far below the level for All Students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absenteeism data was not reported.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	3

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
96.2% graduated	91% graduated	92.3% graduated
Increased 2.8%	Increased 24.4%	Increased 7.3%
575 Students	67 Students	26 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	80% graduated	91% graduated
4 Students	Increased 32.6%	Increased 9.1%
	20 Students	145 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
80.6% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 5.6%	8 Students	2 Students
67 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
95.7% graduated	100% graduated	91% graduated
Declined 2.1%	Maintained 0%	Increased 7.7%
141 Students	20 Students	134 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
95.6% graduated	Fewer than 11 students - data not displayed for privacy	99.1% graduated
Increased 2.4%	2 Students	Increased 2.3%
45 Students		223 Students

Conclusions based on this data:

1. With the exception of Asian students, who experienced a slight decline in Graduation Rate, and Filipino students, who maintained their Graduation Rate, all other categories of students experienced slight or moderate increases in their Graduation Rates.
2. Data regarding the Graduation Rate for Students with Disabilities and Homeless Students, while increasing overall, remains significantly below the Graduation Rate for All Students. These categories must remain an area of focus for MVHS.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	4	3

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	Orange
1.1% suspended at least one day	2.7% suspended at least one day	4.8% suspended at least one day
Maintained 0.2%	Declined 1.4%	Increased 0.4%
2258 Students	188 Students	62 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Yellow
Fewer than 11 students - data not displayed for privacy	3.1% suspended at least one day	3.6% suspended at least one day
5 Students	Declined 1.8%	Maintained 0.2%
	65 Students	366 Students

Students with Disabilities	African American	American Indian
Green	Yellow	No Performance Color
1.5% suspended at least one day	3.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.5%	Maintained 0.1%	3 Students
264 Students	32 Students	

Asian	Filipino	Hispanic
Blue	Blue	Yellow
0.2% suspended at least one day	0% suspended at least one day	2.8% suspended at least one day
Maintained 0.2%	Declined 5.6%	Maintained 0%
606 Students	54 Students	527 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
0.8% suspended at least one day	7.1% suspended at least one day	0.5% suspended at least one day
Declined 0.9%	14 Students	Maintained 0%
248 Students		774 Students

Conclusions based on this data:

1. Suspension Rate for all students remained consistent with the previous year.
2. Suspension Rates declined for English Learners, Homeless Students, Students with Disabilities, Filipino Students, and Students of Two or More Races. Suspension Rates maintained for Hispanic Students, African-American Students, and Socioeconomically Disadvantaged Students, and increased for Long-Term English Learners.
3. English Learners, Long-Term English Learners, African-American Students, Hispanic Students, Homeless Students, and Pacific Islander Students are all significantly higher than the All Student average and require additional focus and attention.

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.

Academic Performance and College/Career Readiness for Critical Learners
Increase College//Career Readiness and the number of students who are placed in the "Prepared" level for English Learner, Long-Term English Learners, Students with Disabilities and Hispanic Students to raise student achievement overall and reduce the achievement gap between student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal: #2 Strengthen our Multi-Tier Systems of Support to Enhance Academic Success and Career Readiness for All Students

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.

While 74.5% of All Students are considered "Prepared" according to the California School Dashboard's College/Career readiness indicator, multiple subgroups preparedness levels are far lower than the all-school average. English Learners are 21% Prepared, Long-Term English Learners are 19.2% Prepared, Hispanic Students are 35.7% Prepared, Students with Disabilities are 25.8% Prepared, and Socioeconomically Disadvantaged Students are 41.4% Prepared.

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
Student participation in ELD Homeroom Advisory	Students engaged in Homeroom Advisory 1x/month during Tutorial time Increase student awareness of graduation requirements, course selection, and post-graduation opportunities Students participate in wellness check-ins with Homeroom Advisors 1x/month	Increase student engagement from one to 2x/month during Tutorial time Increase student course passing rate and GPA Increase frequency of wellness check-ins with Homeroom Advisors from one to 2x/month
Student participation in co-taught classes	2 sections of co-taught classes (Algebra I and Survey Comp Lit) for the 2019-2020 school year. We have increased this number to 12 total sections for 2022-2023.	14 sections of co-taught classes, which will allow a greater number of Special Education students to access the same curriculum as their mainstream peers and support greater inclusion. Additional co-taught classes planned in Science and Social Science.
California School Dashboard Data Career/College Performance Indicator	English Learners are 21% Prepared, Long-Term English Learners are 19.2% Prepared, Hispanic Students are 35.7% Prepared, Students with Disabilities are 25.8% Prepared, and Socioeconomically Disadvantaged Students are 41.4% Prepared.	Increase College//Career Readiness and the number of students who are placed in the "Prepared" level for English Learner, Long-Term English Learners, Students with Disabilities and Hispanic Students by 5 points in each sub-group (between the Fall 2024 and Fall 2025 Equity Reports)

CTE course/pathway completion data	For the 23-24 school year, 3% of all enrolled students completed one or more CTE courses. While 4% of our Resource (mild/mod) students and 3% of our Long-Term English Learners completed one or more CTE courses, only 1% of English Learners completed one or more CTE courses.	3% of English Learners will complete one or more CTE courses to achieve parity with the data for all students.

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	Identified Special Education students who can benefit from being provided access to core courses in the general education setting will be enrolled in co-taught classes to ensure an inclusive and least restrictive environment. Doing so helps the district achieve the federal requirement of proportionality of Special Education students included into general education environments.	Students with Disabilities served in this model ('included' students) are those who: * are mild/moderate and, * have a subject-specific goal in their IEPs that matches the content of the co-taught course and, * would otherwise be enrolled in a self-contained, specialized academic instruction (SAI) course taught solely by an Ed Specialist teacher to obtain subject specific minutes and, * for whom a co-taught course would be the most appropriate least restrictive environment for the student.	1,707,551 Special Education
1.2	Course teams and department teams will use professional learning days for a new protocol (Analysis of Student Work) and cycle of inquiry to examine student work collaboratively and identify instructional areas that require strengthening in order to improve student performance in their classes.	English Learners, Long-Term English Learners, and Reclassified Fluent English Proficient Students	
1.3	Teachers created a Homeroom Advisory for MVHS EL students. English Learners are assigned by grade level to Homeroom Advisory. The goal of the Homeroom Advisory is to help students new to the United States and our education system create a "Roadmap to Graduation," reducing the information gap between English Learners and non-English Learners. As students move along the path to graduation, Homeroom Advisory teachers will assist students in navigating the road to high school completion. As road blocks appear, Homeroom teachers will assist students. English Learners are often unclear about	English Learners	15,324 Other

	their path to graduation, as they enter the U.S. school system mostly as high school students. Students will create a post-high school career goal, research post-graduation educational and career opportunities, and create a plan to support achievement of their goals in collaboration with teachers, peers, and counselors.		
1.4	Each of MVHS's College Counselors has been assigned to provide biweekly or monthly push-in support in career/college readiness activities. 1st semester activities will include but are not limited to improving students' understanding of how their GPA ties to their goals; matching career interests to goals; identifying current and postsecondary opportunities vis-a-vis residency status; and understanding the college application process). 2nd semester activities will include but are not limited to understanding and completing the FAFSA or CA Dream Act Application; completing the direct enrollment process for MVLA's Adult Education Programs or other postsecondary institutions.	English Learners and Long-Term English Learners	

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.

The increase in co-taught course offerings has expanded the access for Students with Disabilities to general education, A-G eligible coursework. In the 24-25 school year, MVHS increased its co-taught offerings from 17 to 18 sections; this represents an 80% increase in co-taught course availability in the the past 4 years. The district also provided all co-teaching teams with professional learning and coaching to support effective implementation of co-teaching strategies. Despite the increase in co-taught courses and support for co-teachers, Students with Disabilities' College/Career Preparedness level remained flat and maintained rather than increased. It is important to note that MVHS does not yet offer co-taught Algebra II or a second co-taught Science course, which impacts the ability of some Students with Disabilities to access the support they need in all A-G coursework. MVHS hopes to expand co-taught offerings to include Algebra II and a second co-taught Science course in either the 25-26 or 26-27 school year.

English Learners, who participate in MVHS's Homeroom Advisory, saw modest gains in their College/Career Preparedness levels, which increased modestly by 6.2% this year. This indicates progress for these students and effectiveness of this strategy/activity for meeting the needs of these students. However, Long-Term English Learners and Hispanic Students, who do not participate in the Homeroom Advisory, saw declines in preparedness (-7.1% and -7.8%, respectively). As a result of the analysis of this efficacy data, ELD Homeroom Advisory will be discontinued and replaced with a new procedure that MVHS hopes will better meet the needs of these students and the site's ability to meet this goal. The new proposal is noted in Strategy/Activity 1.4 above. Data will be tracked and analyzed in the 24-25 SPSA Year Review.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 23-24 school year.

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.

The California School Dashboard Data Career/College Performance Indicator and CTE course/pathway completion data were added as metrics for this goal.

Under Strategy/Activity 1.2, the focus narrowed to English Learners, Long-Term English Learners, and Reclassified Fluent English Proficient Students and on an Analysis of Student Work on products generated by those students to strengthen instruction to better meet the needs of those focus groups.

Strategy/Activity 1.4 was added based on the data indicating that Homeroom Advisory afforded a more limited group of students improvement in their College/Career Preparedness Level. It expands the number of students MVHS can reach and utilizes our two College Counselors' training and expertise in career/college readiness strategies to provide more targeted interventions and better facilitate our ability to meet this goal.

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.

Parent, Family, and Caregiver Engagement and Participation
Strengthen the systems for effective communication among staff and between the school and the community it serves to create a supportive, sustainable and cohesive culture with a shared vision for all the students we serve.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 Cultivate classrooms that foster an environment of inclusivity, diversity, and equitable learning opportunities for all students.

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.

Previous communication tools for use with parents, families, and the community provided more limited access to those who are not comfortable reading in English. The need for user-friendly, navigable communication tools that can be easily translated by the user will promote parent and family engagement, which in turn creates a more equitable school culture and climate.

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
ParentSquare Analytics Reports	ParentSquare Analytics Reports: 99.3% of families are currently contactable through ParentSquare. 10.9% of families have interacted with the school through ParentSquare.	MVHS expects the following outcomes: 100% of families will be contactable through ParentSquare. 20% of families will interact with the school through ParentSquare.
California Healthy Kids Survey Caregiver Report	2023 CHKS Caregiver Report Data: 73% of respondents strongly agree/agree that parents feel welcome to participate at MVHS. 66% of respondents strongly agree/agree that the school promptly responds to phone calls, messages, or e-mails. 89% of respondents strongly agree/agree that the school keeps them well-informed about school activities.	MVHS expects an increase of 5 percentage points in each category to meet the targets below: 78% of respondents will strongly agree/agree that parents feel welcome to participate at MVHS. 71% of respondents will strongly agree/agree that the school promptly responds to phone calls, messages, or e-mails. 94% of respondents strongly agree/agree that the school keeps them well-informed about school activities.

	55% of respondents reported parental/family/caregiver involvement at school in some capacity.	60% of respondents reported parental/family/caregiver involvement at school in some capacity.

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	The district purchased ParentSquare, which provides two-way translation in more than 100 languages. ParentSquare automatically translates messages from the sender to the recipient in each family's preferred language. Parents can select the language in which they receive communications, which promotes more equitable communication between school and home.	All students	22,000 Other
2.2	Districtwide implementation of a new website based on research regarding platforms that are user-friendly and easily navigable. This will enable current and prospective families to locate the information they need to support their students' success, engagement, and wellness.	All Students	
2.3	Increased use of social media (Facebook, Instagram, Twitter) postings to promote interest in, engagement with, and community awareness of events and activities at Mountain View High School.	All Students	

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.

The overall implementation and effectiveness of the strategies/activities to achieve this goal have been successful to date per the identified metrics.

ParentSquare Analytics Data indicates that 99% of students and families are contactable, which maintains the already strong baseline data point. There are currently only 27 families out of 2750 whose contact information needs to be updated to reach the 100% contactable mark. This will be an area of focus for our annual Data Verification Process to ensure all families can be reached and receive school communications.

Family interaction data indicates that 24% of families have interacted with the school, which exceeds our expected outcome of 20%. 14% of family interactions were completion of permission slips/forms; 10% were appreciations; 3% sent directed messages; 3% commented; and 3% volunteered.

2024 CHKS Caregiver Report Data indicates improvements regarding school-to-home communication, as well as MVHS's efforts to engage family participation and to make families feel welcome in the school community.

86% of respondents strongly agree/agree that parents feel welcome to participate at MVHS. This is an increase of 13 percentage points and exceeded MVHS's goal by 8 percentage points.

72% of respondents strongly agree/agree that the school promptly responds to phone calls, messages, or e-mails. This is an increase of 6 percentage points and exceeded MVHS's goal by 1 percentage point.

95% of respondents strongly agree/agree that the school keeps them well-informed about school activities. This is an increase in 6 percentage points and exceeded MVHS's goal by 1 percent.

59% of respondents reported parental/family/caregiver involvement at school in some capacity. This is an increase in 4 percentage points and fell short of MVHS's goal by 1 percent.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 23-24 school year.

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.

The school site elected to use the Caregiver Report from the California Healthy Kids Survey as the source of its metrics rather than developing and implementing its own instrument to avoid survey fatigue. This enables MVHS to capitalize on a consistent, existing data collection avenue. That is indicated as the second metric/indicator in the Annual Measurable Outcomes section.

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.

Attendance and Engagement for All Students
Continue to implement and monitor systems in place to address student and staff wellness through clinical services, socio-emotional learning, MVLA policies and practices, culture building and preventative coping strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 Strengthen our Multi-Tier Systems of Support to Enhance Academic Success and Career Readiness for All Students

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.

MVHS's chronic and severe chronic absence rates and California Healthy Kids Survey data indicate that student health and wellness continue to be a concern. The combined total of students who are chronically absent or severely chronically absent was 11.06 % in 2021-22. MVHS California Healthy Kids Survey data indicates that the areas of positive school connectedness, caring adult relationships, academic motivation, and meaningful participation have not yet returned to pre-pandemic levels.

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
Chronic and severe chronic absence rate	The combined total of students who are chronically absent or severely chronically absent was 11.06 % in 2021-2022. Current and planned outcomes are supported by progress monitoring, ASAP implementation, and use of Attendance Works strategies.	As progress monitoring, ASAP implementation, and use of Attendance Works strategies continues, the combined total of students who are chronically absent or severely chronically absent will decrease by 5%.
California Healthy Kids Survey 2021-2022	The average reporting score for all students on the questions that measured positive school connectedness was 67%. The average reporting score for all students on the questions that measured caring adult relationships was 63%. The average reporting score for all students on the questions that measured academic motivation was 68%. The average reporting score for all students on the questions that	The average reporting score for all students on the questions that measure positive school connectedness will increase by 5%. The average reporting score for all students on the questions that measure caring adult relationships will increase by 5%. The average reporting score for all students on the questions that measure academic motivation will increase by 5%. The average reporting score for all students on the questions that

	measured meaningful participation was 29%. The average reporting score on the social emotional distress metric was 34%.	measure meaningful participation will increase by 5%. The average reporting score for all students on the social emotional distress metric will decrease by 5%.

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	Design and implement a tiered intervention system to address chronic absenteeism. The four-tiered system includes systematized communication to parents and families regarding the importance of attendance, meetings with students and families to identify barriers to attendance, and our new After School Accountability Program (ASAP), an intervention that allows students to recoup lost instructional minutes and make up missing work.	Students who are chronically absent or severely chronically absent.	10,000 Title I Part A: Disadvantaged Students
3.2	Design and implement a campus wellness center (the Spartan Spot) to address social emotional needs. The Spartan Spot will provide a calming space for students to de-escalate, foster self-regulation skills and resiliency that can improve academic performance, attendance, overall health and wellness, and enhance learning.	All Students	10,000 District Funded 40,000 Parent-Teacher Association (PTA)

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.

Analysis of the Metrics/Indicators for the Annual Measurable Outcomes indicate the strategies/activities are effective in helping MVHS to achieve this goal.

Chronic Absenteeism:

The combined total of students who are chronically absent or severely chronically absent was 11.06 % in 2021-22, 10.07% in 2022-23, and 9.9% in 2023-24. This is a 10.5% decrease overall in the percentage of students who are chronically or severely chronically absent. MVHS's tiered intervention system has enabled the staff to communicate more quickly with parents and families, as well as students, regarding attendance concerns, identify barriers to attendance, and provide avenues to connect students and their families with the resources needed to support positive attendance. Student outreach efforts included both individual meetings and the OnTrack attendance group that was held in 5-week cycles during a weekly Tutorial period. The After School Accountability Program (ASAP) was effective under some conditions but not universally, so the site is reviewing if and how it may be refined and adjusted to better support student needs.

School Connectedness, Caring Adult Relationships, Academic Motivation, and Meaningful Participation:

MVHS made modest or marked progress in positive school connectedness, caring adult relationships, meaningful participation, and social emotional distress as noted in the data below. Only in the academic motivation domain did MVHS fall slightly short of it's goal of a 5% increase. The Spartan Spot, MVHS's wellness center, saw 618 unduplicated visits in the 23-24 school year and 3137 visits overall. Students reported having a quiet space to deescalate, mindfulness activities, and having a trusted adult to speak with as the activities in which they most frequently engaged at the Spartan Spot. MVHS continues to refine processes, procedures, norms, responsibilities, and activities within the Spartan Spot to support students in identifying and practicing proactive wellness and self-regulation strategies to promote engagement and connectedness. In the 24-25 school year, MVHS added the presence of one of our therapists alongside the Wellness Center Coordinator to facilitate the Spartan Spot's ability to meet all students' needs and connect them to Tier 2 and Tier 3 support as indicated by their presentation.

California Healthy Kids Survey Data for 2024-25

The average reporting score for all students on the questions that measured positive school connectedness rose from 67% in 21-22 to 71.5%. This is a 6.7% increase, which exceeds our target.

The average reporting score for all students on the questions that measured caring adult relationships rose from 63% in 21-22 to 69.8%. This is a 10.8% increase, which exceeds our target.

The average reporting score for all students on the questions that measured academic motivation rose from 68% in 21-22 to 71%. This is a 4% increase, which falls just short of our target.

The average reporting score for all students on the questions that measured meaningful participation rose from 29% in 21-22 to 35.8%. This is a 23% increase, which exceeds our target.

The average reporting score on the social emotional distress metric declined from 34% in 21-22 to 25.8%. This is a 24% decrease, which exceeds our target.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

At this time, no major changes will be made to this goal, the annual outcomes, or metrics to achieve this goal as a result of this analysis. As noted in the Analysis section, MVHS is currently revisiting the implementation and structure of the After School Accountability Program (ASAP) to determine if or how it should be refined or adapted to better address student needs. An additional planned activity that will be but has not yet been implemented is the Check and Connect program from the University of Minnesota. This program involves systematic progress monitoring & relationship building with students and families to promote attendance, academic success, and engagement. The implementation team will first be trained in the Check and Connect process. Subsequently, staff members will be selected for this role and will be trained in a mentorship capacity; these staff members will serve as mentors for students for at least two years. This is an evidence-based program and is listed in the Department of Education's What Works Clearinghouse as a recommend intervention for chronic absenteeism. The training will cost $300 per participant and will be funded by the $10,000 that is dispersed by the MVHS School Site Council.

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.

Academic Performance in English and Mathematics for Critical Learners
Increase performance on either the CAASPP/CAA (ELA and Math) of English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students to raise student achievement overall and reduce the achievement gap between student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 Strengthen our Multi-Tier Systems of Support to Enhance Academic Success and Career Readiness for All Students

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.

CAASPP ELA (English Learners performed 97 points below standard, a decline of 31.5 points; Socioeconomically Disadvantaged students performed 62 points below standards, a decline of 55.7 points; Students with Disabilities performed 70.5 points below standard, a decline of 16.4 points; Hispanic students performed 46.8 points below standard, a decline of 19.6 points)

CAASPP Math (English Learners performed 151.9 points below standard, which maintained their previous performance level; Socioeconomically Disadvantaged students performed 127.6 points below standard, a decline in 19.3 points; Students with Disabilities performed 133.4 points below standard, which maintained their previous performance level; Hispanic students performed 116.6 points below standard, which maintained their previous performance level)

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
CAASPP/CAA ELA Performance Data	English Learners performed 97 points below standard, a decline of 31.5 points. This sub-group is in the Red Performance Level on the CAASPP. Socioeconomically Disadvantaged students performed 62 points below standard, a decline of 55.7 points. This sub-group is in the Red Performance Level on the CAASPP. Students with Disabilities performed 70.5 points below standard, a decline of 16.4 points. This sub-group is in the Red Performance Level on the CAASPP. Hispanic students performed 46.8 points below standard, a decline of 19.6 points. This sub-group is in the Red Performance Level on the CAASPP.	Students in all four sub-groups (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) will increase their performance to move from the Red Performance Level to the Orange Performance Level on the CAASPP.
CAASPP/CAA Math Performance Data	English Learners performed 151.9 points below standard, which maintained their previous performance level. This sub-group is in the Red Performance Level on the CAASPP. Socioeconomically Disadvantaged students performed 127.6 points below standard, a decline in 19.3 points. This sub-group is in the Red Performance Level on the CAASPP. Students with Disabilities performed 133.4 points below standard, which maintained their previous performance level. This sub-group is in the Red Performance Level on the CAASPP. Hispanic students performed 116.6 points below standard, which maintained their previous performance level. This sub-group is in the Red Performance Level on the CAASPP.	Students in all four sub-groups (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) will increase their performance to move from the Red Performance Level to the Orange Performance Level on the CAASPP.
Site Leadership Team Walkthrough Data	The Site Leadership Team includes five administrators, 18 department coordinators and other teacher leaders. The SLT completed 100 walkthrough observations done in the fall semester of the 2022-2023 school year. By the end of the fall semester, every department coordinator engaged in at least one walkthrough observation.	Site Leadership Team members will complete 200 walkthrough observations by the end of the 2022-2023 school year. Each department coordinator will complete at least two walkthrough observations by the end of the 2022-2023 school year.

Staff Participation Rate in EL Achieve's Constructing Meaning Professional Learning	65 MVHS teachers have completed EL Achieve's Constructing Meaning training in its entirety. 4 teachers have completed 3/5 training days. 22 teachers have not been trained.	95% of MVHS teachers will complete EL Achieve's Constructing Meaning training in its entirety by the end of the 2025-2026 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
4.1	The Site Leadership Team will engage in regular classroom walkthroughs with a focus on CSTP Element 3.6 (Addressing the needs of English learners and students with special needs to provide equitable access to the content) to observe the implementation of best practices and strategies to support all students, but particularly those who are English learners or have special needs. Observed best practices and strategies will be shared with SLT, department, and course teams to facilitate broader implementation schoolwide.	All Students, with a focus on English Learners and Students with Disabilities	
4.2	Provide opportunities for whole-staff professional learning in EL Achieve's Constructing meaning strategies, which provide students with explicit language instruction to support grade-level content learning in English across all subject areas.	All Students	21,261 Other
4.3	Student-to-student outreach by MVHS student leadership to promote the importance of participation in CAASPP/CAA testing.	All Students	
4.4	MVHS site administration and MVLA district administration amended the schedule for CAASPP/CAA testing to support increased participation. Previously the school conducted CAASPP/CAA for 11th graders on 4 late-start mornings, which impacted attendance and participation. For the 24-25 school year, CAASPP/CAA testing will be conducted within the regular school schedule in English and Social Studies classes to improve participation rates and (ideally) student performance.	All Students	

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

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.

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

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.

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	$20,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,826,136.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 ($)
Title I Part A: Disadvantaged Students	$10,000.00

Subtotal of additional federal funds included for this school: $10,000.00

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

State or Local Programs	Allocation ($)
District Funded	$10,000.00
Other	$58,585.00
Parent-Teacher Association (PTA)	$40,000.00
Special Education	$1,707,551.00

Subtotal of state or local funds included for this school: $1,816,136.00

Total of federal, state, and/or local funds for this school: $1,826,136.00

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
District Funded	10,000.00
Other	58,585.00
Parent-Teacher Association (PTA)	40,000.00
Special Education	1,707,551.00
Title I Part A: Disadvantaged Students	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	21,261.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	10,000.00
	Other	58,585.00
	Parent-Teacher Association (PTA)	40,000.00
	Special Education	1,707,551.00
	Title I Part A: Disadvantaged Students	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,722,875.00
Goal 2	22,000.00
Goal 3	60,000.00
Goal 4	21,261.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Kip Glazer	Principal
Marti McGuirk	Other School Staff
Alisa Burmeister	Classroom Teacher
Gina Dunsmore	Classroom Teacher
Bana Green	Classroom Teacher
Anna Prudchenko	Secondary Student
Ava Li	Secondary Student
Parth Agarwal	Secondary Student
Caroline Gupta	Parent or Community Member
Amy Seto	Parent or Community Member
Parker Zhang	Parent or Community Member
Michelle Burgos Diaz	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
	Other: MVHS Administrative Team

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 2/26/25.

Attested:

	Principal, Kip Glazer on 2/26/25
	SSC Chairperson, Marti McGuirk on 2/26/25

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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