

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain View High School	43696094334728	February 14, 2023	March 28, 2023

## Purpose and Description

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

Comprehensive Support and Improvement  
Latinx students will reduce their chronic absences by 25% for the 2022-2023 school year.

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

Both district and school site focus on improving the attendance of Latinx students. Identification criteria included weekly attendance reports and chronic absence data available on DataZone. Our plan provides tiered interventions, including family outreach and assignment to the school's After School Accountability Program.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Surveys are integral part of our WASC self-study. We collect information from all of our stakeholders. Survey data is examined by our Leadership Team and school-wide direction is determined to address the areas of student need that are identified. Administration works with our teacher-leaders to promote the equitable allocation of resources.

## Classroom Observations

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

Our District is committed to keeping only the best teachers. Our highly competitive salary schedule attracts teachers from throughout the state. We conduct interviews proactively to ensure the broadest spectrum of candidates. The interview process generally includes an administrator, a department coordinator, a parent, and a student. Once teachers are hired, they are introduced to the district through a three-day orientation at both the district and site level. We also have a comprehensive new teacher induction program in collaboration with the Palo Alto consortium that is supported by our Instructional Support Team. All new teachers to the district are supported by our Instructional Support Team or IST. The team includes three full-time coaches from a variety of disciplines: Science, Social Studies, and World Language teachers on special assignment.

The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three classroom visits and subsequent evaluations plus a comprehensive final evaluation by the end of February.

Our District has established a comprehensive teacher evaluation process based on the California Standards for the Teaching Profession. Prior to granting tenure, we carefully observe, evaluate and render a final assessment as to the qualifications of non-tenured teachers at our site. We carefully assess each teacher's classroom effectiveness, using the following State Standards:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Tenured teachers, who are highly qualified and have earned satisfactory evaluations, may opt for an alternative evaluation method (2B), wherein they work in teams to explore professional development areas that are specific to their interest and/or needs.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Long before the state implemented its accountability system, the district office regularly collected, analyzed and disseminated student performance data, which was used as the basis for making educational and fiscal decisions, both at district and site levels. The board adopted a set of performance indicators eleven years ago which have undergone minor revisions to reflect state accountability regulations. The Educational Services division at the district office was and still is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board twice a year in December and June.

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

The Mountain View High School staff is very committed to addressing the needs of each student. Underachieving students are identified in eighth grade or when they first enter Mountain View High School. Course and grade level data teams review various academic indicators such as: mark distribution, common assessments and AP test scores to measure student performance. Teacher Collaboration then focuses on research based instructional practices to meet the needs of all students. The Star Renaissance Reading Assessment is administered twice yearly, and data regarding student reading levels informs instruction design and differentiation. Differentiating Instruction for mainstream students is one of the identified instructional strategies. It is also part of the training provided by the district for new teachers. Our course teams develop common formative assessment tools to guide mid-course adjustments to instructional delivery. We continue to strengthen our support programs and are working to find effective ways to involve our non-core instructors in the intervention for struggling students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our professional development program is a focused and integrated effort to support our staff as they work to address the adopted WASC, District, Board, State, and Common Core State Standards and improve their practice. The professional development planning team consists of the WASC coordinators, site administrators, and Instructional Support Team members. The Administration and WASC Coordinator meet weekly to research, plan, and monitor the professional development program. This team works in consultation with the Instructional Support Team and the District Associate Superintendent responsible for Educational Services to ensure a district wide coherence to our staff professional development practices and goals. The team also works in coordination with the site leadership team who serves as a group that advises, consents, and assists in facilitating our professional development plans. The driving document for our staff development programming is the MVHS WASC Action Plan and all programs are reviewed to insure accordance with our School Vision statement. All professional development is guided by the overall objective of improving the success of all of our students and institutionalizing methodologies and practices that are designed to provide equity and sustainable success for all of our students. In addition, our IST (Instructional Support Team) members, in collaboration with the administrative team and the district administration, continue to focus on preparing our teachers as they address the demands of the SBAC. Our professional learning activities have focused on discipline-specific literacy training in strategies and methodologies that support students across the curriculum.

The four-prong professional learning program is designed to create efficient and effective instructional improvement and coherence. Each prong or structure is chosen to best reach the goals of our WASC Action Plan. One prong or structure is for the entire staff to work on a common methodology or goal chosen to support our school wide objectives; our second and third structures are designed for departments and course teams and the fourth prong supports interdisciplinary groups who work together to implement strategies that can be used across the curriculum. This work is done on professional development days, as well as during regular department and course team meeting time. Many staff members also use summer to pursue in-depth professional development for their course teams. Many staff members continue to participate in the summer's highly successful LearningPalooza Professional Development workshops. This year our IST team is providing additional professional learning opportunities through APPLs (Afterschool Paid Professional Learning) workshops on topics including structured student talk in the classroom and equitable grading practices.

We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are often directly tied to Action Plan goals and lead directly to improved practices in the classroom. The governing board and the district office administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time, and funding for workshop and conference attendance. Individual and groups of teachers also apply for grants to support ongoing professional development through the district's curriculum institute and sometimes through grants procured by IST members. Numerous teachers have taken advantage of these grants this year and formed Professional Learning Communities to foster and further the interdisciplinary professional structure outlined above.

New teachers, and teachers new to the District, enjoy a fully supported and very effectively implemented New Teacher Induction Program. The New Teacher Induction Program organizes monthly meetings and additional workshop opportunities. Workshops and site meetings help orient new teachers to the particular policies of the school and its educational values. Each new teacher also has a mentor assigned to them from the IST. The New Teacher Induction Program employed by our school uses a Formative Assessment model that asks new teachers to choose one or two particular sub-categories of the California Teaching Standards as their professional growth goal. The identified goal is discussed in a one-on-one meeting with their IST coach and then observed by the coach in a classroom setting. Additionally, department coordinators have a more clearly defined role in supporting new teachers and engaged in shared observations and debriefs via instructional rounds. The individual attention we are able to provide new teachers through our New Teacher Induction program helps them to improve their teaching practice and reflect on their growth.

Classified staff also play a critical role in our school culture through their work and as members of our school community. During school-wide professional learning time, the administration team also provides workshops that have included trauma-informed practices, de-escalation training, and first aid/CPR/AED training. They can also pursue professional growth activities individually and as members of a team on an ongoing basis.

Throughout the year, departments meet regularly to discuss issues and develop SMART goals to improve instruction for all students. Each department has an administrative liaison who meets with the departments bi-weekly to review concerns, challenges and the needs of our students and staff. At the end of each semester, data is collected and analyzed and the findings are presented to the school board each December and June.

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

Mountain View High School has a highly trained, qualified and motivated classified, certificated and administrative staff. It is important that the backgrounds and experiences of our staff represent a broad diversity in a number of ways: academically, professionally, culturally and ethnically. The size and diversity of our staff has remained stable. We have an experienced and highly trained staff. More than 60% of our teachers have advanced degrees. We have added a significant number of newer teachers over the last six years. In 2010-11 our teaching staff had an average of 11 years of experience. Almost a quarter of our current staff has fewer than five years of experience; a quarter has more than fifteen years of experience. It remains a priority to hire the highest quality staff that we can, and to create a staff that represents the diversity of our student population.

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

Teachers at MVHS spend an average of ten days each year in school and/or district directed professional development. Professional Development is expected to align with department WASC Action Plans. Each August at our annual retreat we analyze district-wide data to ascertain patterns that help us determine long-term staff development plans. Also taken into account are the school board's district-wide goals. Teachers and course teams may request funding for specific staff development through the PTSA, MVLA Foundation Innovation Grants, and the district's Curriculum Institute funding.

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

We have provided several opportunities for staff professional development, including but not limited to:

- Discipline-specific literacy training through EL Achieve
- EAP training through the county
- Reading Apprenticeship through WestEd
- ELD and Autism training with all Special Education teachers
- Staff led mini-lessons on innovative best practices
- Curriculum Institute Council (CIC) funding for individual course work

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

A main focus of our alignment work has been on collaboration between teachers teaching similar courses. Grade-level course teams, vertical teams, and department teams meet regularly to identify points of focus and agree on best practices that will be used by all members. This includes but is not limited to: grading practices, power standards, common formative and summative assessments, rubric alignment, and literacy strategies.

## Teaching and Learning

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

Our school curriculum is closely aligned to state standards in all core subject areas. All major departments have had the opportunity to review their curriculum and make modifications in terms of both horizontal and vertical alignment. Instructional materials are reviewed to ensure their alignment before a purchase is authorized. The district office now requires agreement between department coordinators at both comprehensive high schools before new textbooks can be purchased. This practice supports continuity for students within in our district. The school board approves all instructional materials purchases annually, and certifies that they meet state content standard requirements. The district and school closely monitor student performance. Each fall and spring, a comprehensive analysis of students' academic achievement is presented to the school board. All data are disaggregated to better monitor the achievement of sub-groups on specific performance indicators. Our school effectively communicates to parents the alignment of curriculum to state standards. Our website and paper publications about our academic performance data insure that our stakeholders are informed regarding our school's accountability. Additionally, all families have access to the Aeries Student Information System (SIS) that allows them to look at their student's information, including attendance, grades, homework and graduation status.

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

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

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

Standards-aligned textbooks and instructional materials for all students are sufficient in both quality and quantity in each subject area. The board annually reviews and certifies sufficiency of instructional materials in a public hearing. The board has declared it as one of its priorities to ensure that every student and teacher has the necessary materials needed for teaching and learning to occur at the highest level. We currently have a replacement cycle for textbooks by department. Where available, classroom sets of books are provided in addition to students' copies for use at home so that they will not have to transport a multitude of books between home and school.

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

Course Team collaboration continues to ensure that materials are a-g approved and have purchased Naviance, Nearpod, ALEKS, turnitin.com, Canvas, and ActivelyLearn programs to help students engage with the curriculum and support student achievement.

## Opportunity and Equal Educational Access

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

Our site leadership team (administration and department coordinators) continue review quarter and semester academic grades, and structure systems of supports for students to meet standard within each classroom. A focus has been placed on growth mindset, allowing students multiple avenues to review/resubmit assignments to improve academic performance.

Evidence-based educational practices to raise student achievement

District leadership and site administration have engaged in trainings this year focused on Multi Tier Systems of Support (MTSS). This team is analyzing best practices and structuring Tier 1, Tier 2, Tier 3 interventions specifically for MLVA teachers to deploy. The district has also enlisted the assistance of EL Achieve to provide training for administrators and teachers on implementing literacy instruction and support for students across the curriculum. Additionally, the district has partnered with the Santa Clara County Office of Education and Attendance Works, a nationally-known organization whose focus is on policies, procedures, and systems that improve student attendance. As a result of that collaboration, MVHS has been part of a district-wide Attendance Community of Practice that is focused on using evidence-based practices to address our chronic absences.

## Parental Engagement

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

All students have been offered Chromebooks, hotspots, and opportunities to attend both virtual events and social events during Distance Learning, as well as the transition to in-person learning. We returned to an in-person Back to School Night for parents to learn more about class offerings. Parents are invited to attend School Site Council, PTSA, LPO, ELAC, Tea Time, and various parent booster club meetings either in person or via Zoom. Our district also provides a robust parent education program, that includes approximately 6 external speakers per year, and addresses common parent concerns. Communication of these events and opportunities occurs weekly through our principal's weekly newsletter "Kip's Tips" as well as our MVHS school website.

Additional available resources include a designated social worker to support our McKinney-Vento families, a designated social worker to support our newcomer EL students and their families, access to Medi-Cal sponsored mental health services through our partnership with Pacific Clinics, monthly on-campus medical support from the Stanford Teen Health Van, and weekly meal support through Loaves and Fishes' A La Carte Food Truck.

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

Mountain View High School has numerous active parent groups who help to create an atmosphere of academic excellence and who support an array of extra curricular activities that students have come to expect at MVHS. Parents can be found volunteering in the Tutorial Center, College Career Center, at after-school activities, during daily lunch service, as an AVID college application mentor, or as a mentor through the Mentor-Tutor Connection.

The Mountain View Parent Teacher Student Association (PTSA) provides a wide variety of services to the school that are indispensable. Each year this group provides agenda planners for the entire student body as well as staff members. They support us with critical volunteer assistance and many other special projects, such as Grad Night, parent education seminars, and student scholarships.

The MVHS Athletic Boosters Club is a non-profit organization made up of parents, staff and community members. Club funds are raised primarily through membership dues and fundraisers that help provide uniforms, letters, trophies and equipment to the athletic program.

The Instrumental Music Parent Association provides financial support for the MVHS marching band and other instrumental programs. They supply funds to assist with support staff, the purchase and repair of instruments, music arrangements and scholarships.

MVHS has multiple parent groups, such as the English Language Advisory Committee, Latino Parent Organization, and Tea Time to assist families of English Language Learners about the educational system and the family's role in the academic lives of their children. Topics such as graduation requirements, college entrance process, high school and college exams, community services, legal aid, undocumented student issues and financial aid are explored with this group. We also explain how to access and communicate with teachers, counselors and the administration at Mountain View High School.

## Funding

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

Mountain View High School has an active School Site Council made up of approximately ten members including students, parents, teachers, and administrators. The School Site Council is designed to improve and support school services and campus climate. The School Site Council assists in the creation of the school's Single Plan for Student Achievement. This year, the School Site Council provided the funds to support our Afterschool Accountability Program (ASAP), which provides an opportunity for our chronically absent Latinx (and other) students to recoup lost instructional minutes, complete missing assignments from days of non-attendance, and build productive attendance habits.

Fiscal support (EPC)

The School Site Council will have allocated funds to target the engagement of our chronically absent Latinx students.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

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 midterm review in April of 2022. 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.

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.09%	0.1%	0.22%	2	2	5
African American	1.51%	1.3%	1.60%	33	29	37
Asian	21.8%	23.1%	23.70%	476	522	549
Filipino	2.61%	2.8%	2.55%	57	63	59
Hispanic/Latino	22.9%	21.8%	23.14%	500	492	536
Pacific Islander	0.32%	0.4%	0.35%	7	9	8
White	38.89%	39.8%	38.04%	849	899	881
Multiple/No Response	11.22%	10.1%	9.76%	245	228	226
	<b>Total Enrollment</b>			2,183	2,257	2316

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	588	562	570
Grade 10	583	592	565
Grade 11	494	575	575
Grade 12	518	528	606
<b>Total Enrollment</b>	2,183	2,257	2,316

### Conclusions based on this data:

1. Our enrollment continues to increase; however subgroup population remains largely consistent.
2. There was a decline in enrollment for the incoming freshman class for the 20-21 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	166	172	196	7.6%	7.60%	8.5%
Fluent English Proficient (FEP)	697	720	728	31.9%	31.90%	31.4%
Reclassified Fluent English Proficient (RFEP)	28	11		16.3%	6.4%	

### Conclusions based on this data:

1. Over the three-year period, the percentage of English Learners (EL) students decreased slightly. However, the number of newcomer students (EL Level 1) increased, which is not reflected in this data.
2. Over the three-year period, the percentage of Reclassified Fluent English Proficient (RFEP) students enrolled at MVHS rose by 8.4% in 19-20 and declined by 9/9% in 20-21.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	488	566	576	430	272	367	428	272	365	88.1	48.1	63.7
All Grades	488	566	576	430	272	367	428	272	365	88.1	48.1	63.7

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2685.	2723.	2688.	61.45	71.69	59.45	21.50	17.28	24.66	8.64	7.35	8.22	8.41	3.68	7.67
All Grades	N/A	N/A	N/A	61.45	71.69	59.45	21.50	17.28	24.66	8.64	7.35	8.22	8.41	3.68	7.67

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	63.38	69.49	56.16	26.76	26.47	36.99	9.86	4.04	6.85
All Grades	63.38	69.49	56.16	26.76	26.47	36.99	9.86	4.04	6.85

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	68.16	67.53	56.99	22.64	25.83	33.70	9.20	6.64	9.32
All Grades	68.16	67.53	56.99	22.64	25.83	33.70	9.20	6.64	9.32

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	51.76	36.40	27.40	42.62	61.76	67.12	5.62	1.84	5.48
All Grades	51.76	36.40	27.40	42.62	61.76	67.12	5.62	1.84	5.48

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	61.65	66.18	49.32	29.41	30.88	44.66	8.94	2.94	6.03
All Grades	61.65	66.18	49.32	29.41	30.88	44.66	8.94	2.94	6.03

2019-20 Data:

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

**Conclusions based on this data:**

- Over the three-year period, the participation rate decreased by approx 50%, with 48.1% participating during 2021 return from Distance Learning.
- Over the three-year period, the Overall Achievement data showed that the percentage of students who exceeded standard increased by 15.32%. The percentage of students who met standard decreased by 5.76%. The percentage of students who nearly met standards decreased by 7.06%. The percentage of students who did not meet standards decreased by 6.61%.
- Over the three-year period the percentage of students Above Standard and At or Near Standard increased for the Reading Section (+ 3.95%) and the Listening Section (+ 5.53%) and decreased for the Writing Section (+3.72%) and the Research/Inquiry Section (+7.38%).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	488	566	576	425	300	356	423	300	356	87.1	53.0	61.8
<b>All Grades</b>	488	566	576	425	300	356	423	300	356	87.1	53.0	61.8

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	2698.	2744.	2695.	51.30	65.00	50.84	20.09	17.67	21.91	13.95	11.00	9.55	14.66	6.33	17.70
<b>All Grades</b>	N/A	N/A	N/A	51.30	65.00	50.84	20.09	17.67	21.91	13.95	11.00	9.55	14.66	6.33	17.70

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	62.00	70.00	57.30	20.19	22.67	26.40	17.81	7.33	16.29
<b>All Grades</b>	62.00	70.00	57.30	20.19	22.67	26.40	17.81	7.33	16.29

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	54.52	65.00	48.60	30.95	31.00	40.17	14.52	4.00	11.24
<b>All Grades</b>	54.52	65.00	48.60	30.95	31.00	40.17	14.52	4.00	11.24

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	56.16	64.00	49.44	33.65	31.33	41.85	10.19	4.67	8.71
<b>All Grades</b>	56.16	64.00	49.44	33.65	31.33	41.85	10.19	4.67	8.71

2019-20 Data:

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

**Conclusions based on this data:**

1. Over the three year-period the participation rate decreased by 36.1%. in the first year returning from Distance Learning.
2. Over the three year-period the Overall Achievement data showed that the percentage of students who exceeded standard increased by 18.41%. The percentage of students who met standard decreased by 7.21%. The percentage of students who nearly met standard increased by 1.00%. The percentage of students who did not meet standard decreased by 12.21%.
3. Over the three year-period the percentage of students Above Standard and At or Near Standard increased for the Concepts & Procedures Section (+ 14.19%), the Problem Solving & Modeling/Data Analysis section (+13.11%), and the Communicating Reasoning Section (+ 6.06%).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1498.3	1531.1	1500.5	1493.5	1522.4	1479.7	1502.5	1539.3	1520.8	42	42	59
10	1525.7	1497.9	1540.3	1523.7	1486.6	1536.2	1527.3	1508.6	1544.1	35	34	50
11	1494.9	1512.6	1478.1	1466.7	1503.7	1450.9	1522.5	1521.2	1504.7	36	37	44
12	1545.8	1469.0	1500.8	1531.5	1462.8	1486.1	1559.4	1474.9	1515.1	39	44	55
All Grades										152	157	208

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	9.52	14.29	17.24	21.43	30.95	18.97	16.67	33.33	12.07	52.38	21.43	51.72	42	42	58
10	20.00	14.71	28.57	31.43	14.71	26.53	11.43	23.53	16.33	37.14	47.06	28.57	35	34	49
11	11.11	8.33	4.55	11.11	16.67	18.18	33.33	36.11	11.36	44.44	38.89	65.91	36	36	44
12	15.38	11.90	9.43	17.95	26.19	13.21	41.03	16.67	24.53	25.64	45.24	52.83	39	42	53
All Grades	13.82	12.34	15.20	20.39	22.73	19.12	25.66	27.27	16.18	40.13	37.66	49.51	152	154	204

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	21.43	26.19	22.41	11.90	33.33	18.97	26.19	19.05	13.79	40.48	21.43	44.83	42	42	58
10	31.43	20.59	40.82	28.57	17.65	22.45	2.86	14.71	6.12	37.14	47.06	30.61	35	34	49
11	8.33	22.22	13.64	27.78	19.44	15.91	19.44	27.78	6.82	44.44	30.56	63.64	36	36	44
12	17.95	28.57	15.09	46.15	19.05	18.87	12.82	14.29	20.75	23.08	38.10	45.28	39	42	53
All Grades	19.74	24.68	23.04	28.29	22.73	19.12	15.79	18.83	12.25	36.18	33.77	45.59	152	154	204

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	7.14	10.34	21.43	23.81	10.34	16.67	33.33	27.59	61.90	35.71	51.72	42	42	58
10	11.43	5.88	6.12	28.57	17.65	26.53	17.14	23.53	32.65	42.86	52.94	34.69	35	34	49
11	8.33	5.56	4.55	5.56	5.56	2.27	36.11	25.00	27.27	50.00	63.89	65.91	36	36	44
12	7.69	7.14	3.77	23.08	11.90	9.43	35.90	28.57	24.53	33.33	52.38	62.26	39	42	53
All Grades	6.58	6.49	6.37	19.74	14.94	12.25	26.32	27.92	27.94	47.37	50.65	53.43	152	154	204

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	9.52	0.00	5.17	42.86	64.29	51.72	47.62	35.71	43.10	42	42	58
10	8.57	11.76	10.20	57.14	32.35	59.18	34.29	55.88	30.61	35	34	49
11	0.00	5.56	4.55	41.67	44.44	29.55	58.33	50.00	65.91	36	36	44
12	2.56	7.14	5.66	43.59	35.71	30.19	53.85	57.14	64.15	39	42	53
All Grades	5.26	5.84	6.37	46.05	44.81	43.14	48.68	49.35	50.49	152	154	204

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	40.48	57.14	39.66	23.81	21.43	13.79	35.71	21.43	46.55	42	42	58
10	57.14	41.18	61.22	8.57	17.65	6.12	34.29	41.18	32.65	35	34	49
11	41.67	41.67	23.26	19.44	33.33	13.95	38.89	25.00	62.79	36	36	43
12	69.23	57.14	42.31	23.08	9.52	21.15	7.69	33.33	36.54	39	42	52
All Grades	51.97	50.00	42.08	19.08	20.13	13.86	28.95	29.87	44.06	152	154	202

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	0.00	16.67	17.24	33.33	47.62	24.14	66.67	35.71	58.62	42	42	58
<b>10</b>	11.43	14.71	16.33	42.86	26.47	40.82	45.71	58.82	42.86	35	34	49
<b>11</b>	8.33	11.11	4.65	38.89	25.00	23.26	52.78	63.89	72.09	36	36	43
<b>12</b>	12.82	9.52	9.62	43.59	30.95	25.00	43.59	59.52	65.38	39	42	52
<b>All Grades</b>	7.89	12.99	12.38	39.47	33.12	28.22	52.63	53.90	59.41	152	154	202

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	4.76	2.38	1.72	45.24	73.81	51.72	50.00	23.81	46.55	42	42	58
<b>10</b>	8.57	5.88	0.00	51.43	44.12	75.51	40.00	50.00	24.49	35	34	49
<b>11</b>	8.33	8.33	6.98	38.89	52.78	30.23	52.78	38.89	62.79	36	36	43
<b>12</b>	15.38	9.52	1.92	64.10	47.62	34.62	20.51	42.86	63.46	39	42	52
<b>All Grades</b>	9.21	6.49	2.48	50.00	55.19	48.51	40.79	38.31	49.01	152	154	202

2019-20 Data:

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

**Conclusions based on this data:**

1. Over the two-year time period the overall ELPAC scores decreased by a mean scale score of 57.1. The Oral Language Mean Scale Score decreased by 47.5 and the Written Language Mean Scale Score decreased by 66.3.
2. The percentage of students at Level 4 decreased by 20.99%. The percentage of students at Level 3 increased by 7.04%. The percentage of students at Level 2 increased by 10.28%. The percentage of students at Level 1 increased 3.67%.
3. The Speaking Domain had the highest percentage of students at the Well Developed level. Both the Reading and Writing Domains have an equal percentage of students at the Well Developed level.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2,316</b>	<b>13.5</b>	<b>8.5</b>	<b>0.1</b>
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	8.5
Foster Youth	3	0.1
Homeless	37	1.6
Socioeconomically Disadvantaged	312	13.5
Students with Disabilities	243	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	1.6
American Indian	5	0.2
Asian	549	23.7
Filipino	59	2.5
Hispanic	536	23.1
Two or More Races	226	9.8
Pacific Islander	8	0.3
White	881	38.0

**Conclusions based on this data:**

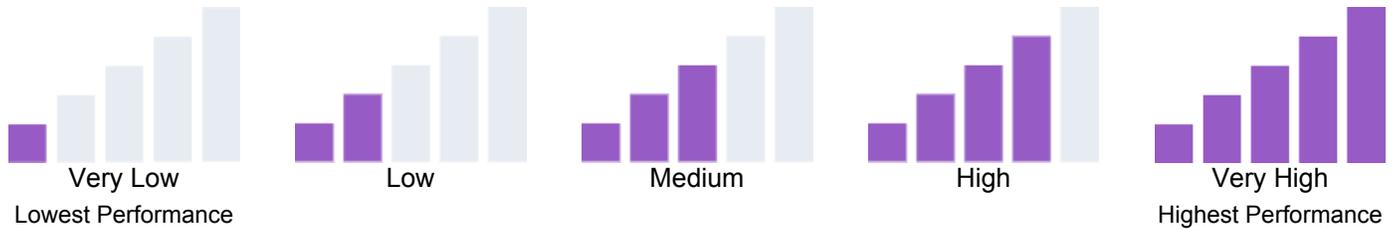
1. Socioeconomically Disadvantaged students are the largest student group, comprising 12.6% of our student body. The remaining student groups in decreasing order are Students with Disabilities (10.1%), English Learners (7.6%), Homeless (0.8%), and Foster Youth (0.2%).
2. White students are the largest enrollment group by Race/Ethnicity, comprising 39.8% of our student body. The remaining student groups in decreasing order are Asian (23.1%), Hispanic (21.8%), Two or More Races (10.1%), Filipino (2.8%), African American (1.3%), Pacific Islander (0.4%), and American Indian (0.1%).

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  Low
<b>Mathematics</b>  Medium		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Overall, our students are meeting targets in English Language Arts, Mathematics, and College/Career.
2. While the graduation rate at MVHS is higher than the state average, the Dashboard for graduation rate is yellow due to a decrease in the percentage of students who graduated compared to the previous year.
3. The suspension rate is green due to a decrease in the number of suspensions.

# School and Student Performance Data

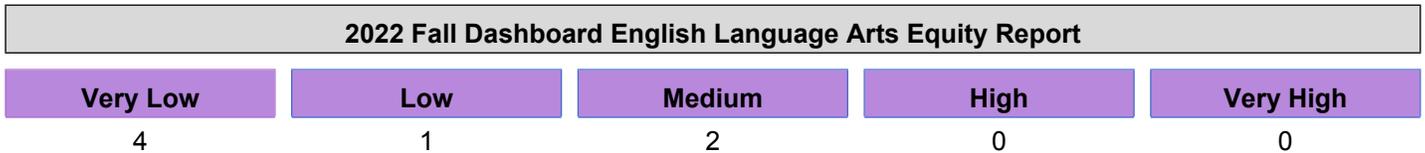
## Academic Performance English Language Arts

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

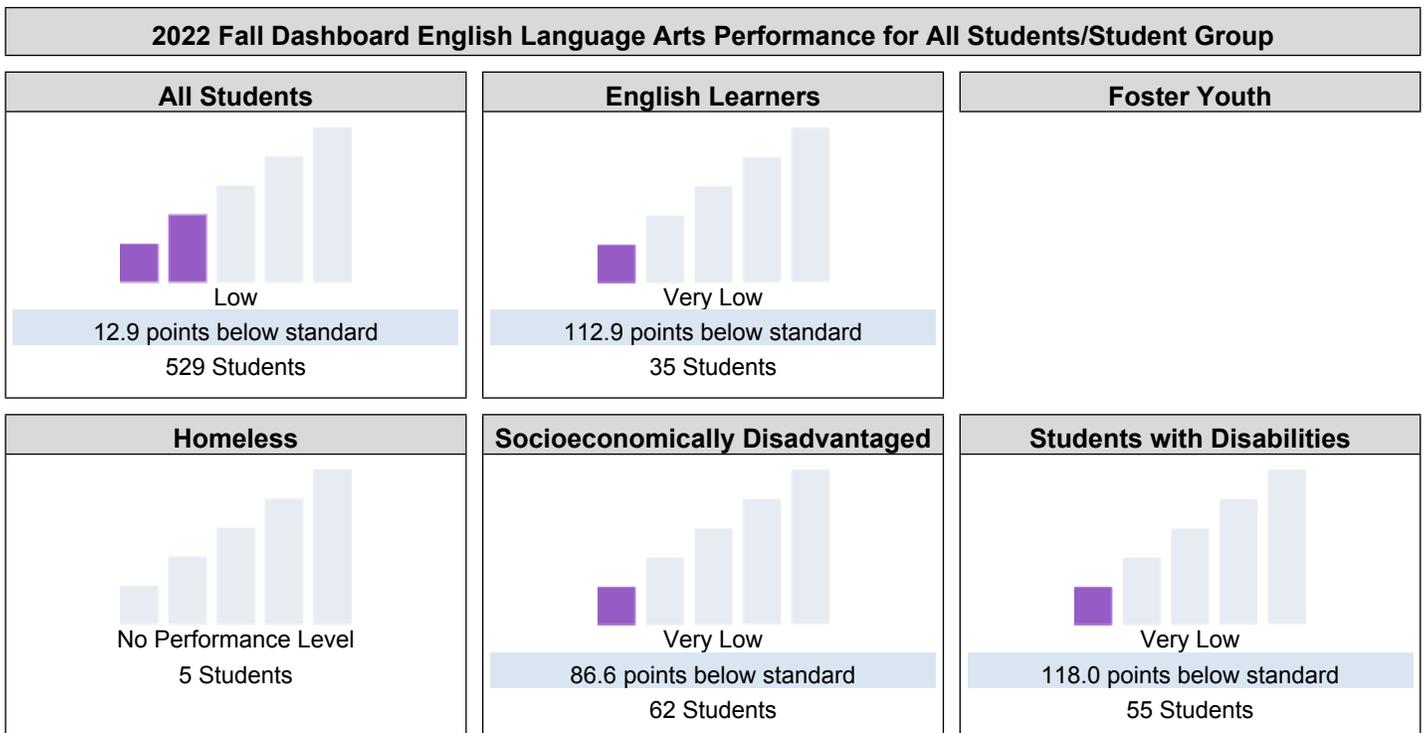
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



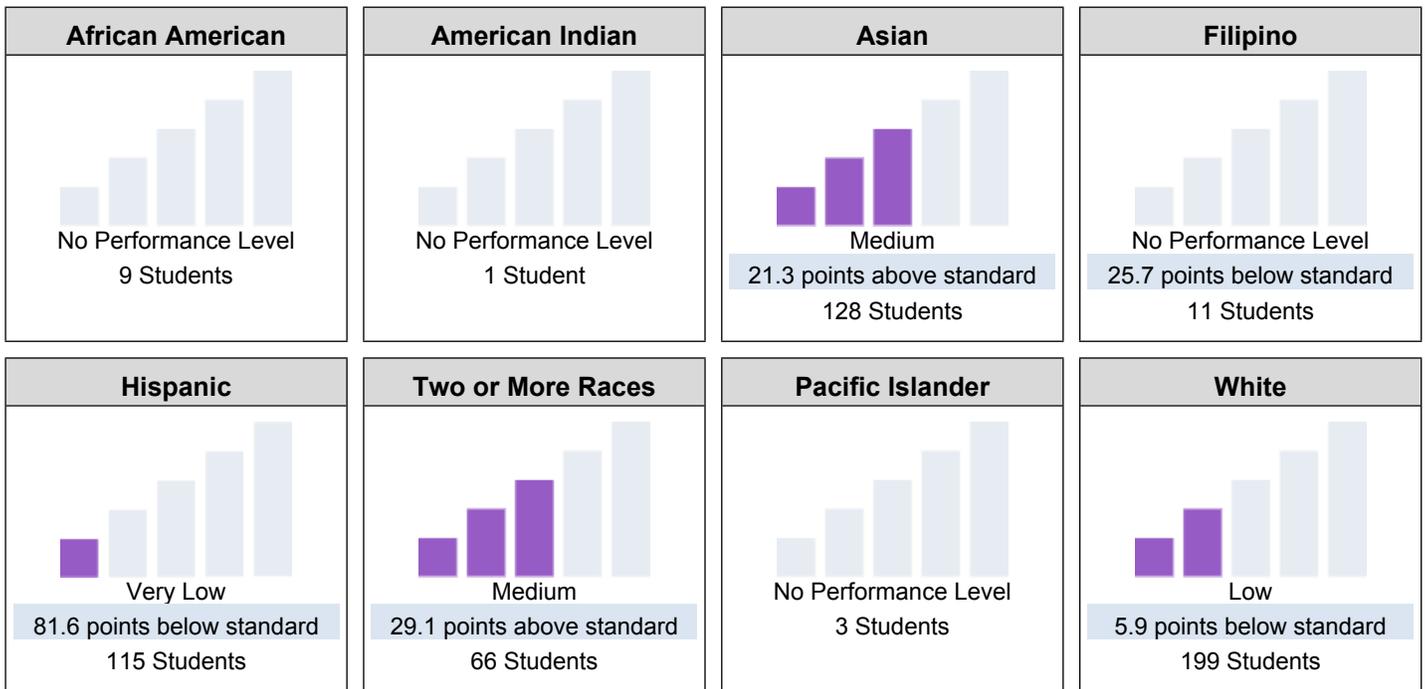
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">155.6 points below standard</p> <p>24 Students</p>	<p style="background-color: #e0e0e0;">41.3 points below standard</p> <p>12 Students</p>	<p style="background-color: #e0e0e0;">7.0 points below standard</p> <p>323 Students</p>

### Conclusions based on this data:

1. Our dashboard for All Students for English Language Arts was blue due to being almost 100 points above standard, an improvement from the previous year. Our English Language Learner group improved from the previous year (+12.2 points), but were below standard by 73.2 points. Our Socioeconomically Disadvantaged group maintained their score from the previous year, but the score was 13.5 points below standard. Our Dashboard for Students with Disabilities was in the red due to a decrease in students' scores from the previous year (-24.4) and being below standard by 56.0 points.
2. When looking at the student scores for English Language Arts performance by Race/Ethnicity, all groups increased their scores. The Asian and White groups were blue on the dashboard due to improvement in scores and being well above the standard score. The Hispanic group was yellow since they improved their score, but not enough to meet the standard.
3. Our Reclassified English Learners did well on the exam, scoring above standard and increasing their score significantly over the previous year. The Reclassified English Learners, however, scored almost 120 points lower than the English Only students. Our Current English Learners scores dropped significantly from the previous year, and their score was 166.2 points below standard.

# School and Student Performance Data

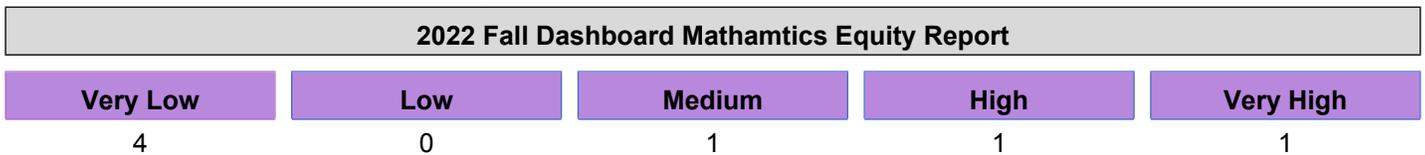
## Academic Performance Mathematics

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

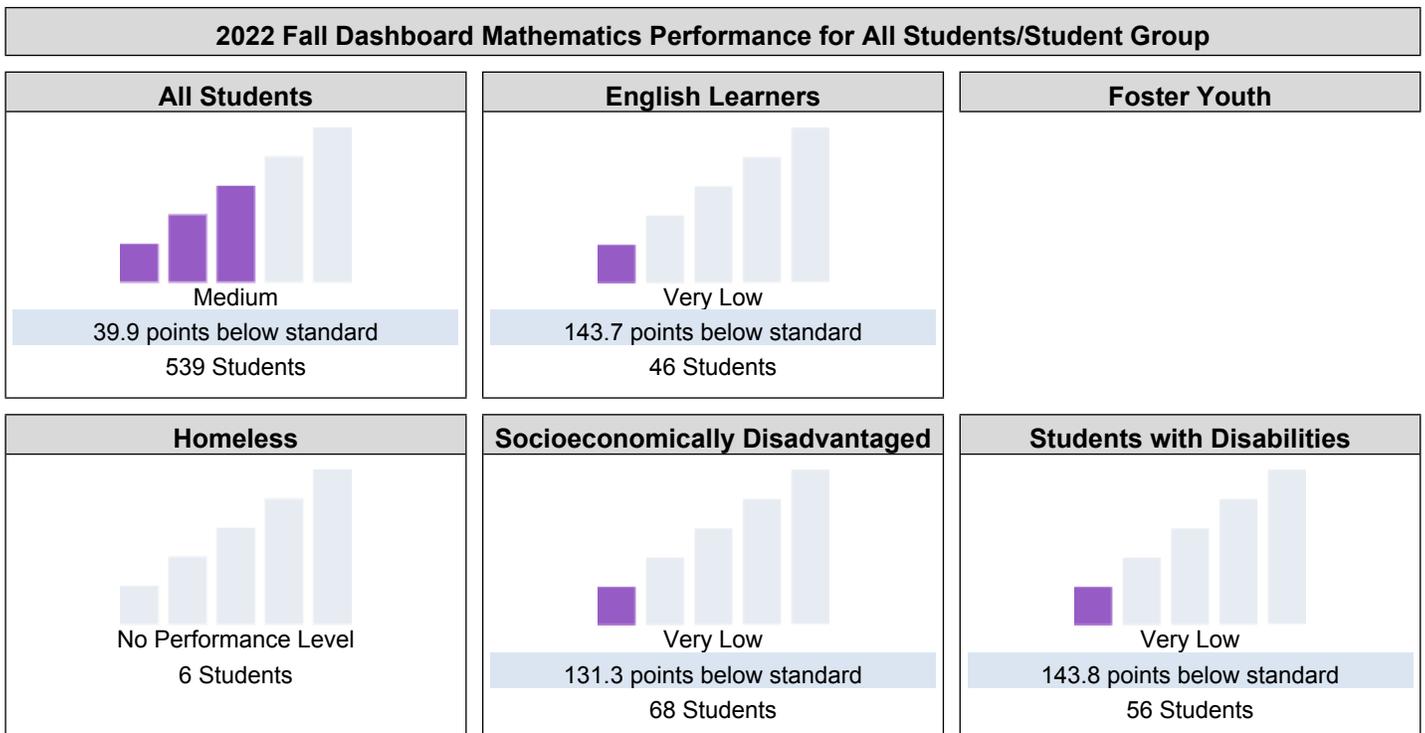
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



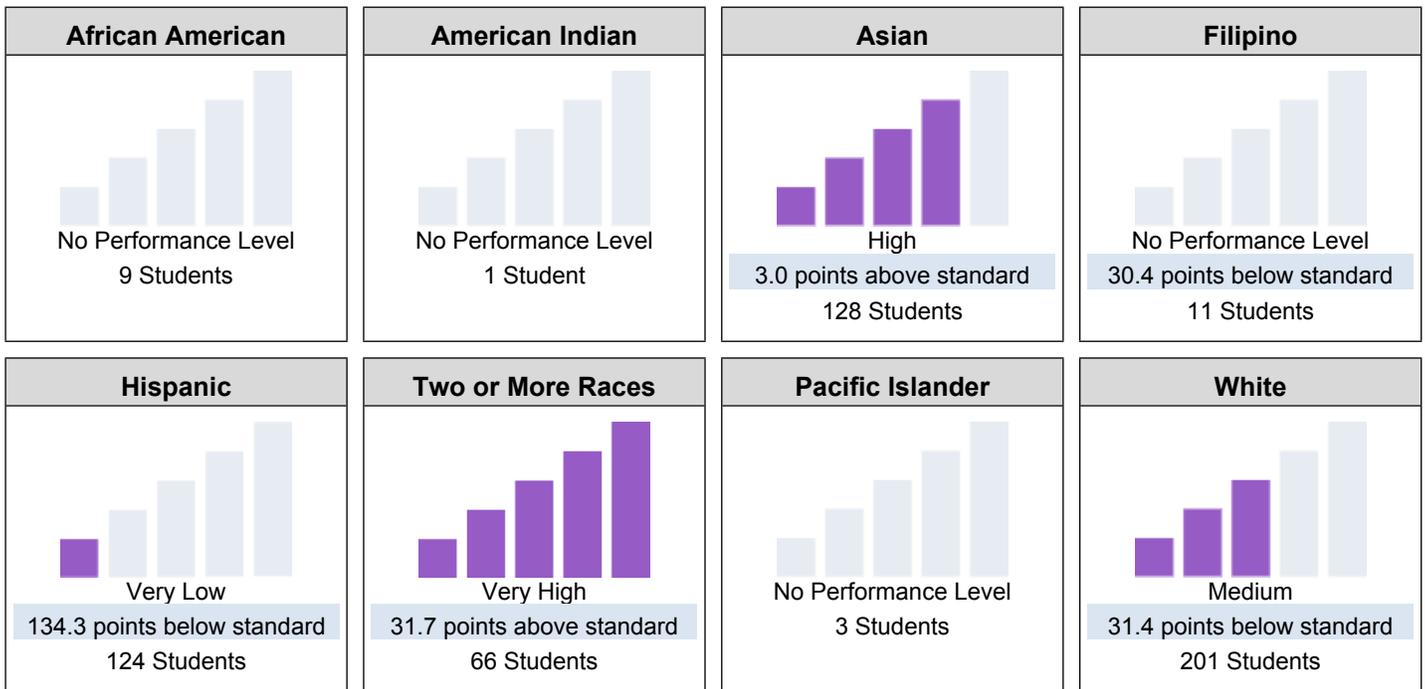
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">181.4 points below standard</p> <p>35 Students</p>	<p style="background-color: #e6f2ff;">42.3 points below standard</p> <p>12 Students</p>	<p style="background-color: #e6f2ff;">27.9 points below standard</p> <p>323 Students</p>

### Conclusions based on this data:

1. Our dashboard for All Students for Mathematics was blue due to being almost 70 points above the standard and improving our score from the previous year. Our English Language Learner group improved from the previous year (+12.8 points), but was below standard by 80.2 points. Our Socioeconomically Disadvantaged group maintained their score from the previous year, which was 50.1 points below standard. Our Students with Disabilities were in the red due to a decrease in student scores from the previous year (-27.7 points) and being below standard by 116.8 points.
2. When looking at the scores for students for Mathematics by Race/Ethnicity, all groups improved their scores when compared to the previous year. The Asian and White groups were blue due to improvement in scores and being well above the standard score. The Hispanic group was green due to an improved score, but the score was still 59.2 points below standard.
3. The Current English Learner group is a concern since their scores declined significantly (-46.2 points) and they were 188.8 points below standard. Our Reclassified English Learners increased their score significantly (+41.1 points) but they were slightly below standard, and they scored 79.2 points lower than their English Only peers.

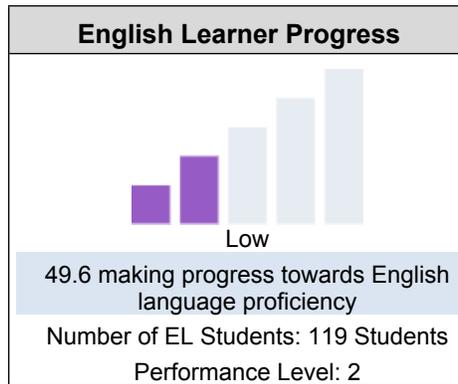
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.4%	37.0%	4.2%	45.4%

#### Conclusions based on this data:

1. Of our 106 EL students, 51 (48.1%) increased their ELPI Level, 42 (39.6%) maintained their ELPI Level, and 13 (12.2%) decreased their ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. The percentage of All Students prepared for College/Career has remained fairly constant (72% up to 72.5%) over a two-year period.
2. The percentage of All Students completing at least one CTE pathway is 11.1%, which reflects a need to expand and diversify our CTE options for subsequent years. Beginning in the 2023-2024 school year, pathways will include: Arts, Media, and Entertainment; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies.
3. The percentage of All Students completing at least one quarter or semester of college coursework is 6.2%, which reflects a need to expand and diversify our Dual Enrollment options with Foothill College.



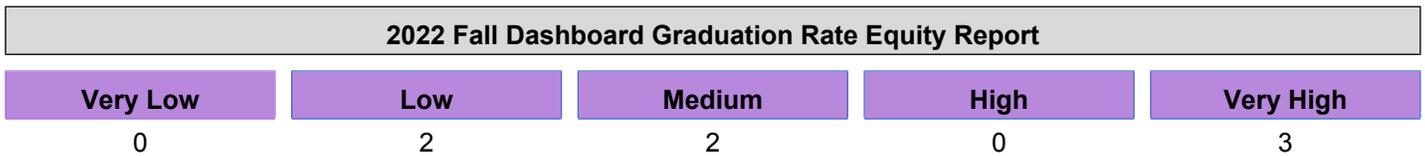
# School and Student Performance Data

## Academic Engagement Graduation Rate

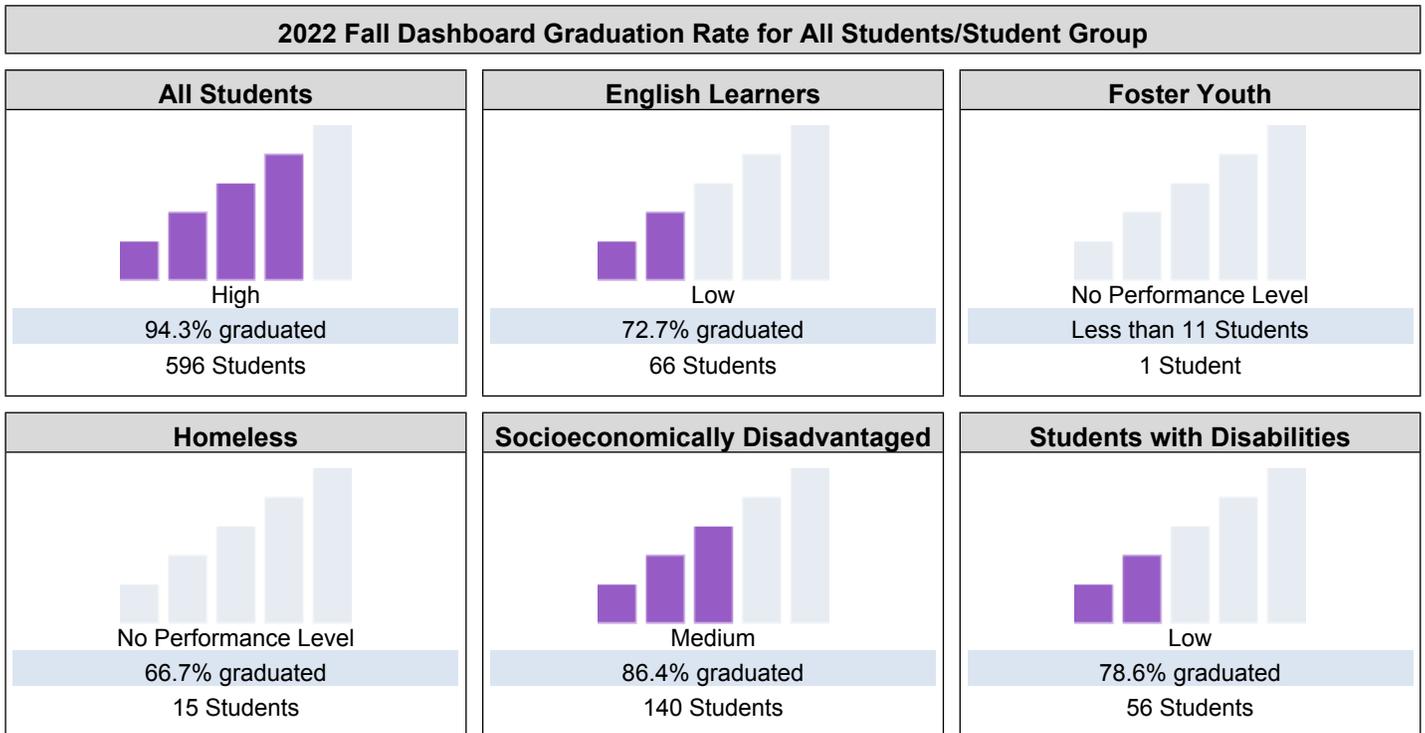
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



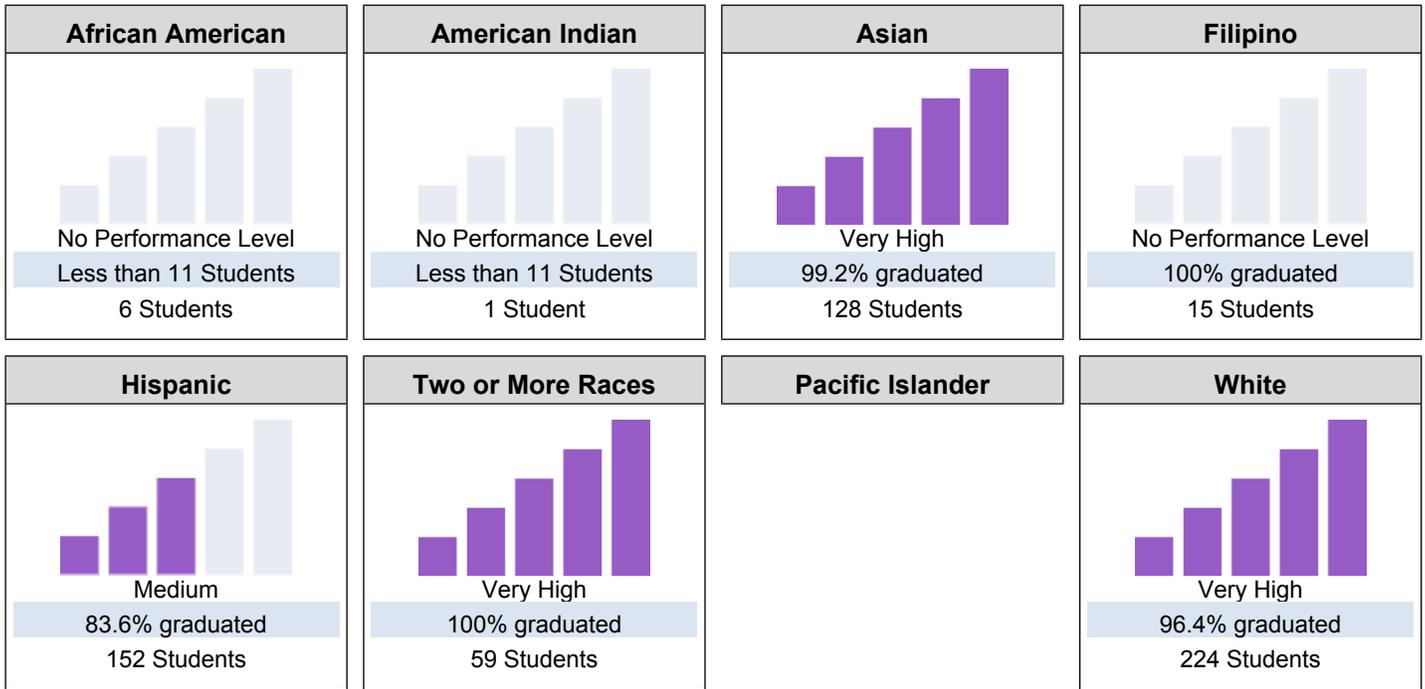
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The Graduation Rate for the All Students group rose by 4% from the 2020-2021 school year to the 2021-2022 school year.
2. The Graduation Rate for Latino Students rose by 7%, and rose by 9% for English Learners from the 2020-2021 school year to the 2021-2022 school year. However, both subgroups continue to graduate rates lower than those for All Students.

# School and Student Performance Data

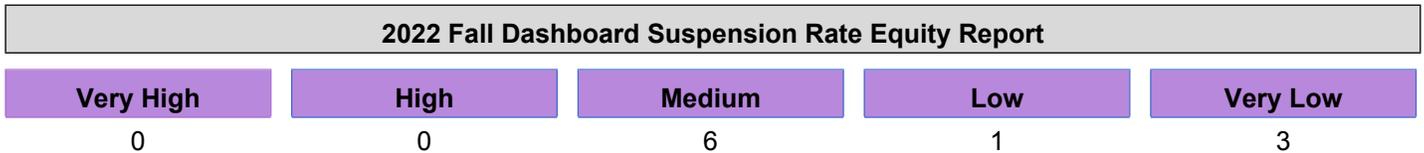
## Conditions & Climate Suspension Rate

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

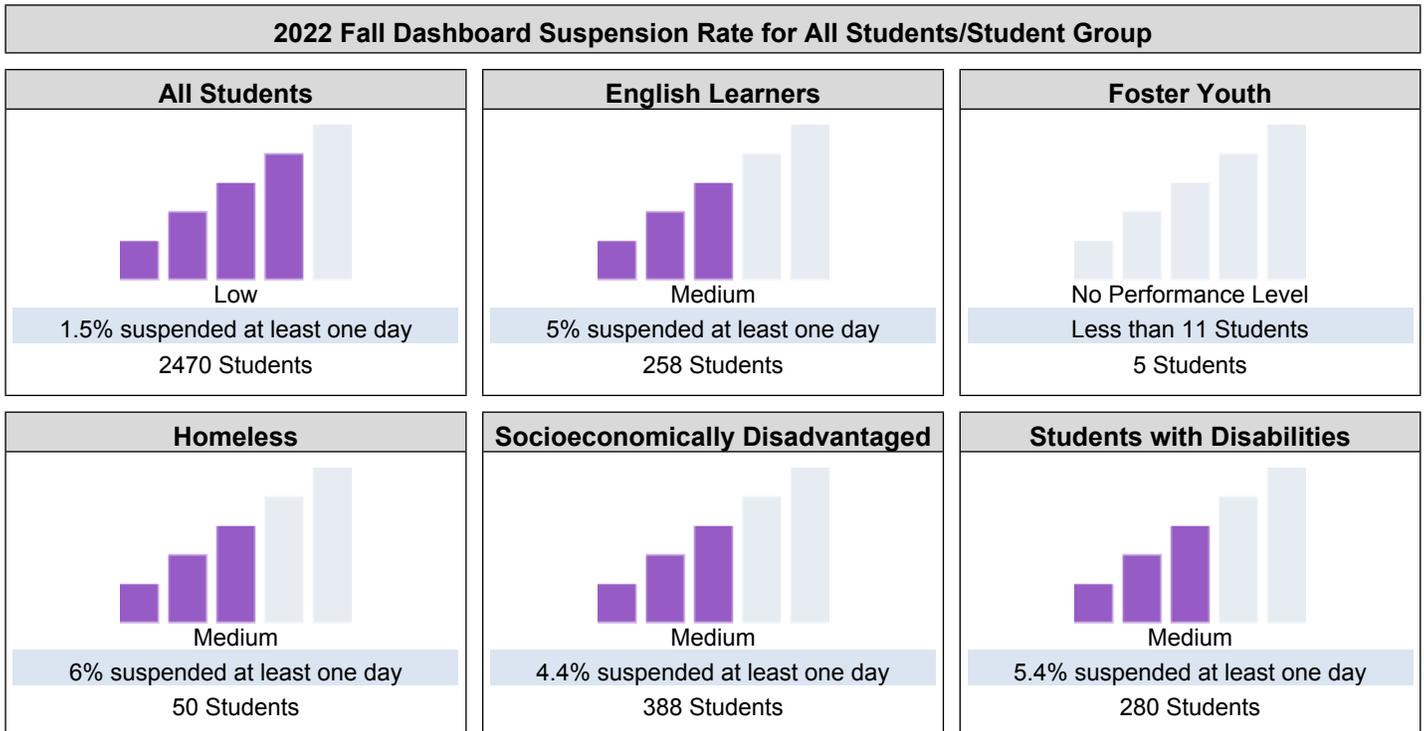
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



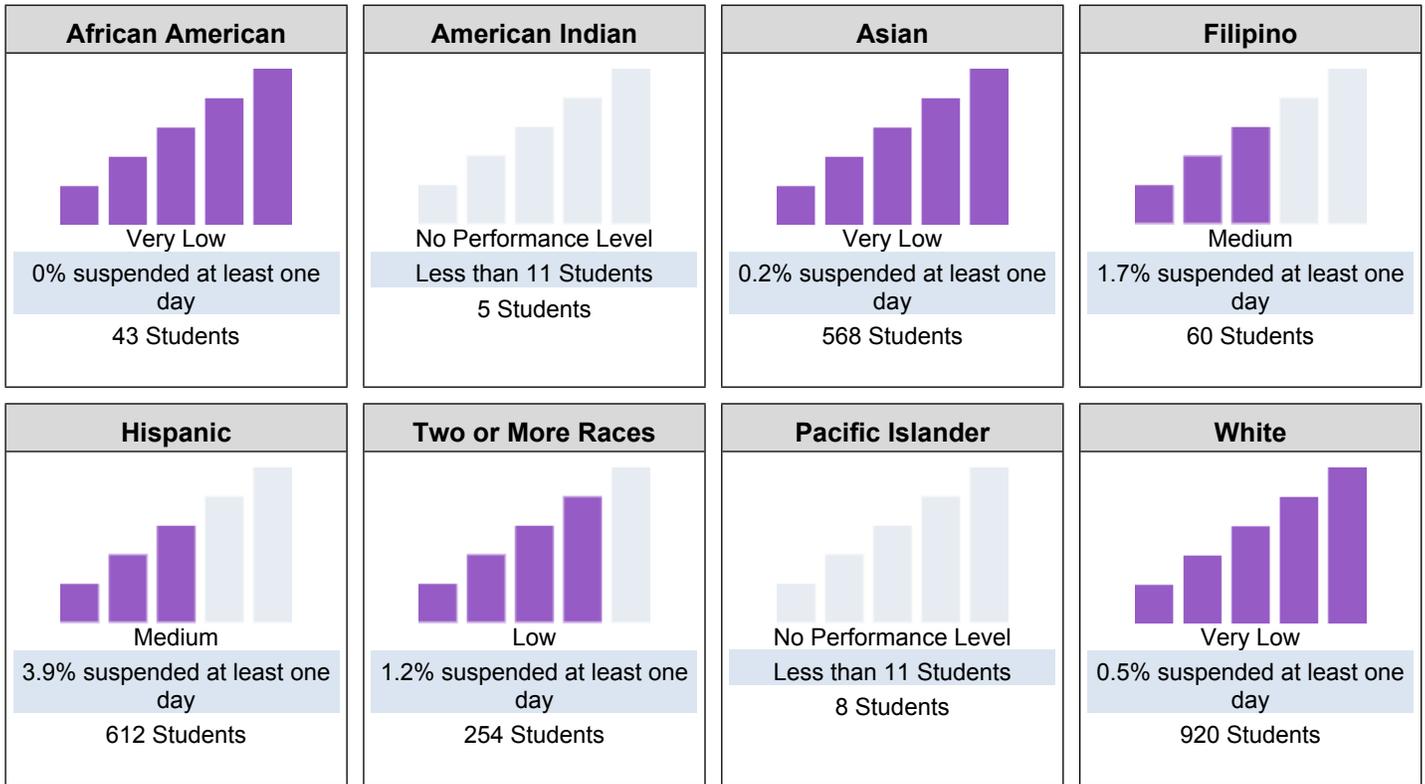
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- The suspension rate for the All Students group (2.1%) declined by .5% when compared to the previous year.
- The suspension rate for English Learners stayed the same, but the rate increased for the Socioeconomically Disadvantaged (.6%) and Students with Disabilities (2.6%). All three of these groups had a higher suspension rate than the All Students group.
- The suspension rate for Asians maintained from the previous year and remained below the All Students (2.1%). The suspension rates for African Americans, Filipinos, Hispanics, Two or More Races, and White all decreased. However, the suspension rates for African Americans (8.3%) and for Hispanics (5.5%) were significantly higher than the All Students suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #1: Academic Excellence for all All: Students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased.

## Goal 1

WASC Action Plan Goal #2 - Continue to narrow the opportunity and expectation gap for critical learners including: EL, Special Ed and Latino students.

## Identified Need

Respecting diversity is an important value at Mountain View High School. Our vision statement reflects this by stating "We value an equitable and collaborative learning environment in which students and staff respect the diversity of our society". To this end, our goal is to establish systems and processes that support all students so they reach their true potential.

## Annual Measurable Outcomes

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.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

The Special Education students to be served ('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.

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

295,372

Source(s)

Special Education

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Students earning at least one D or F in their classes and students who are reading below grade level.

**Strategy/Activity**

Course teams will use professional learning days for reflective collaborative work towards identifying and monitoring our critical learners, and examining and implementing practices to strengthen those students' work in their classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English learners

## Strategy/Activity

Teachers in the ELD, ELL, and SDAIE team created a Homeroom Advisory for MVHS EL students. EL students 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 EL students and non-EL students.

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. EL students are often unclear about 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.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,324

Source(s)

Other

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

The twelve co-taught classes provide the academic support the Special Education students need to be successful in a mainstream class. Course and department team collaboration regarding the support of critical learners has been narrowed to focus on discipline-specific literacy to support student access to and achievement across the curriculum. The ELD Advisory program has identified specific barriers to academic and post-secondary success and worked to eliminate them through targeted intervention and support.

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

None were noted.

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.

We hope to continue to increase the number and subject areas of co-taught classes so that a greater percentage of Special Education students will have access to the mainstream curriculum. Metrics we will use to track this goal include year-over-year data regarding number of students enrolled in co-taught classes and the grades they earn therein. We will also continue our work with teachers on creating an equitable learning environment for all students by analyzing the data from the teacher self-assessments and then creating additional professional learning opportunities as needed. Data Zone now synchronizes with Aeries; thus, teachers will be able to easily monitor their critical learners' success attaining the curricular learning objectives. Topics and skills addressed in ELD Advisory will be amended as needed based on data including participation, GPA, progress toward graduation, and student feedback.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #2: Stakeholder Communication & Engagement: Increase student, parent, and partner schools' engagement to create equitable culture & climate to support all students.

## Goal 2

WASC Action Plan Goal #1 - 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.

## Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Analytics Reports	99.3% of families are currently contactable through ParentSquare.  10.9% of families have interacted with the school through ParentSquare.	100% of families will be contactable through ParentSquare.  20% of families will interact with the school through ParentSquare.
Parent/Family Feedback/Survey Data	As this has not been implemented previously, baseline data is 0.	75% of parents/families will report satisfaction with communications from Mountain View High School's administration, faculty, and staff.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

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.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

22,000

Other

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #3: Safety & Wellness Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff.

## Goal 3

WASC Action Plan Goal #3 - 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.

## Identified Need

In the second year of our return to school post-pandemic, student health and wellness continue to be a concern. Chronic and severe chronic absent rates continue to be high, while our 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

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 12.2% 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	<p>The average reporting score for all students on the questions that measured positive school connectedness was 67%.</p> <p>The average reporting score for all students on the questions that measured caring adult relationships was 63%.</p> <p>The average reporting score for all students on the questions that measured academic motivation was 68%.</p>	<p>The average reporting score for all students on the questions that measure positive school connectedness will increase by 5%.</p> <p>The average reporting score for all students on the questions that measure caring adult relationships will increase by 5%.</p> <p>The average reporting score for all students on the questions that measure academic motivation will increase by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The average reporting score for all students on the questions that measured meaningful participation was 29%.</p> <p>The average reporting score on the social emotional distress metric was 34%.</p>	<p>The average reporting score for all students on the questions that measure meaningful participation will increase by 5%.</p> <p>The average reporting score for all students on the social emotional distress metric will decrease by 5%.</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Students who are chronically absent or severely chronically absent.

#### Strategy/Activity

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.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10,000

#### Source(s)

Title I Part A: Disadvantaged Students

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000

Source(s)

District Funded

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #4: Lifelong learners: All staff will be supported in collaboration and professional learning to continue to provide equitable, high-quality learning and inclusive instructional environments.

## Goal 4

WASC Action Plan Goal #4 - Continue to strengthen and support our Staff Teams to create rigorous, emotionally safe and culturally relevant spaces for ALL students.

## Identified Need

Multiple data sources, including graduation rates, a-g completion rates, SBAC data, STAR Renaissance Reading Assessment scores, and the California Healthy Kids Survey indicate that the educational outcomes for our underrepresented students are not equitable when compared to the outcomes for the student population as a whole.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Equity Alliance Self-Assessment	The Equity Alliance currently has 27 staff members participating in it. The self-assessment tool has not yet been administered, so the baseline is 0.	85% of the teachers using the self-assessment tool will report that they have implemented one or more strategies from Equity Alliance and that their classroom environment is becoming a more equitable learning environment.
Site Leadership Team	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.

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

Underrepresented students in heterogeneous classrooms

**Strategy/Activity**

The Equity Alliance will afford a cohort of educators the opportunity to learn strategies for creating and maintaining equitable learning environments.

The Equity Alliance will enable teachers to gauge their progress in creating an equitable learning environment by using a self-assessment tool at regular intervals.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

15,000

Source(s)

Title II Part A: Improving Teacher Quality

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students, with a focus on English learners and students with special needs

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

The Equity Alliance is working to help our staff examine and improve their classroom strategies so that all students will be held to high academic standards with appropriate support within an inclusive classroom environment where they feel they are valued and respected members of the community.

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

None were noted.

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.

We will continue to provide teachers with resources and professional growth opportunities to facilitate the creation of more equitable learning environment. We do not plan to make changes to the goal, annual outcomes, metrics, or strategies/activities at this time.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Academic Excellence for all All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased.

## Goal 5

WASC Action Plan Goal #5 - Commit to using data (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve.

## Identified Need

Examining how we use data (including grades, Aeries, SBAC, ELPAC, Advanced Placement, Board Adopted Indicators, surveys, etc) to make decisions and ensure that our systems are serving and removing barriers to opportunities, access, and success for all students continues to be an area of growth in our effort to meet the needs of our students. Literacy skills has been identified as an area of critical need and importance. Collecting, analyzing, and tracking data regarding student reading levels will inform instructional design and methodologies, as well as the need for resource allocation for additional instructional materials, intervention strategies, and professional learning for teachers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Reading Assessment	Fall 2021 Administration of the Renaissance STAR Reading Assessment:  9th grade: 75.4% of students reading at or above grade level  10th grade: 65.1% of students reading at or above grade level  11th grade: 57.4% of students reading at or above grade level  12th grade: 43.7% of students reading at or above grade level	By providing professional learning opportunities for all teachers in targeted, discipline-specific literacy strategies, the number of students reading at or above grade level will increase by 5% at each grade level.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administer the Renaissance STAR Reading Assessment twice annually (fall and spring) in English classes to assess students' reading levels, monitor their progress, and identify areas in need of targeted literacy support and instruction within the classroom.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

21,000

Source(s)

Lottery: Instructional Materials

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide whole-staff professional learning opportunities 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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

9,900

Source(s)

Other

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$20,000
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$398,596.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Disadvantaged Students	\$10,000.00
Title II Part A: Improving Teacher Quality	\$15,000.00

Subtotal of additional federal funds included for this school: \$25,000.00

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
Lottery: Instructional Materials	\$21,000.00
Other	\$47,224.00
Special Education	\$295,372.00

Subtotal of state or local funds included for this school: \$373,596.00

Total of federal, state, and/or local funds for this school: \$398,596.00

# 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
Lyuda Shemyakina	Classroom Teacher
Marcia Babiak	Classroom Teacher
David Campbell	Classroom Teacher
Hannah Meng	Secondary Student
Henry Speiser	Secondary Student
Krithi Sundar	Secondary Student
Anita Backus Chang	Parent or Community Member
Suresh Shanmugham	Parent or Community Member
Jenny Mailhot	Parent or Community Member
Patricia Morales	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 2/14/2023.

Attested:



Principal, Kip Glazer on 2/14/2023



SSC Chairperson, Marti McGuirk on 2/14/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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