



# 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	19645191932680	05/27/2021	03/02/2022

## Purpose and Description

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

#### Schoolwide Program

The purpose: The School wide Program plan is based upon a thorough analysis of student's academic performance. The actions proposed herein for a sound comprehensive, coordinated plan to reach stated school goals to improve students academic performance.

#### MISSION

Mountain View High School engages students in a relevant and rigorous curriculum to ensure that all students have an equal opportunity to achieve post-secondary success.

#### VISION

Mountain View High School students will be self-directed learners and powerful communicators who possess the knowledge and skills necessary for achieving college and career readiness.

Mountain View High School has developed and offers many school-wide programs to meet the diverse needs of its students. Courses range from Title I intervention classes for English, Advanced Placement (AP), Advancement Via Individual Determination (AVID), CTE Career & Technical Education, two California Partnership Academies: Viking Information Systems and Technology Academy (VISTA), and Teacher Preparation Academy (TPA), and Special Education (RSP, SDC, and Collaboration). All students are encouraged to participate in extra-curricular/co curricular activities through a variety of athletic teams, 23 clubs, organizations, and performance groups. The staff recognizes that when students have strong connections to the school, they will perform better in all areas: academically, socially, and personally. Mountain View High School identifies and recruits eligible families for the migrant program to provide academic and instructional support. Some of the services provided are, but not limited to: Summer Bridge Program for incoming freshmen, academic mentoring, tutoring, college awareness, motivational/inspirational counseling and a Math/Science/Engineer Cohort. There are 26 students who qualify for the services of the Los Angeles County Migrant Education Program. These students qualify if in the past three years their family has had to move to seek employment in agriculture, fishing or forestry. Parents also receive information about programs and agencies in the community. Other programs and services provided to students include Comprehensive Student Support (CSS) Coordinator, counseling (on and off site), Vocational Education Program, Upward Bound/Harvey Mudd, Upward Bound/PCC (math/science emphasis) and Advance Via Individual Determination (AVID). Fifteen late start days have been incorporated into the school year through the banking of minutes to provide professional development/collaboration time. Late start agendas, consisting of school-wide and department collaboration for data analysis/interpretation, instructional strategy development, and discussion/sharing of best practices, support our Action Plan Goals and SPSA. The McKinney-Vento Homeless Education funding provides federal funds for students who live in the Mountain View High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness.

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.

Mountain View High School will continue to seek input from all stakeholders and review data on an ongoing basis as a means to ensure we continue to address our students' needs. School Site Council will be formed following ESEA requirements and will meet regularly to review, monitor and

revise the School Plan for Student Achievement (SPSA). Site administration will continue to work closely with District staff to ensure the MVHS SPSA and the District Local Control and Accountability Plans are in alignment and address identified State priorities.

## Stakeholder Involvement

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

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

#### Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 11/17/21

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. 11/17/21

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan 01/19/22

This school plan is based upon 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. 11/17/21

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

English Learner Advisory Committee  
Action Plan Committee  
Viking Leadership Committee

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.07%	0.16%	0.1%	1	2	1
Asian	6.09%	6.94%	6.2%	82	87	84
Filipino	0.22%	0.08%	0.3%	3	1	4
Hispanic/Latino	93.17%	92.42%	92.9%	1,255	1,158	1,258
Pacific Islander	0.07%	0.08%	%	1	1	
White	0.37%	0.32%	0.4%	5	4	5
Multiple/No Response	%	0%	0.1%		0	1
	<b>Total Enrollment</b>			1,347	1,253	1,354

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	371	346	340
Grade 10	365	344	359
Grade 11	281	311	335
Grade 12	330	252	320
<b>Total Enrollment</b>	1,347	1,253	1,354

### Conclusions based on this data:

1. The school experienced an increase in enrollment of approximately 100 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	399	393	416	29.6%	31.4%	30.7%
Fluent English Proficient (FEP)	701	636	667	52.0%	50.8%	49.3%
Reclassified Fluent English Proficient (RFEP)	48	41	60	11.5%	10.3%	15.3%

### Conclusions based on this data:

1. Although the total EL enrollment has been consistent (31%), there has been a recent increase in enrollment of newcomers to MVHS.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	344	280	324	341	270	0	341	270	0	99.1	96.4	0.0
All Grades	344	280	324	341	270	0	341	270	0	99.1	96.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2583.	2587.		20.82	24.44		33.43	32.96		24.05	21.11		21.70	21.48	
All Grades	N/A	N/A	N/A	20.82	24.44		33.43	32.96		24.05	21.11		21.70	21.48	

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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.39	26.30		45.75	45.19		27.86	28.52	
All Grades	26.39	26.30		45.75	45.19		27.86	28.52	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.57	33.70		47.80	45.56		24.63	20.74	
All Grades	27.57	33.70		47.80	45.56		24.63	20.74	

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.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 11</b>	15.54	20.00		66.28	57.41		18.18	22.59	
<b>All Grades</b>	15.54	20.00		66.28	57.41		18.18	22.59	

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.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 11</b>	33.72	32.96		45.75	46.67		20.53	20.37	
<b>All Grades</b>	33.72	32.96		45.75	46.67		20.53	20.37	

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. CAASPP was suspended and data will be reviewed with the administration in 2022.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	344	280	324	341	272	0	341	272	0	99.1	97.1	0.0
All Grades	344	280	324	341	272	0	341	272	0	99.1	97.1	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2528.	2532.		2.64	6.62		13.20	14.71		28.15	24.26		56.01	54.41	
All Grades	N/A	N/A	N/A	2.64	6.62		13.20	14.71		28.15	24.26		56.01	54.41	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	9.09	13.24		24.63	22.43		66.28	64.34				
All Grades	9.09	13.24		24.63	22.43		66.28	64.34				

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.87	8.46		46.63	47.43		47.51	44.12	
All Grades	5.87	8.46		46.63	47.43		47.51	44.12	

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	4.99	9.56		53.67	50.74		41.35	39.71	
<b>All Grades</b>	4.99	9.56		53.67	50.74		41.35	39.71	

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. CAASPP was suspended and data will be reviewed with the administration in 2022.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	1529.0	1543.8	1515.1	1514.7	1537.1	1505.0	1542.7	1550.1	1524.7	130	107	109
<b>10</b>	1539.3	1529.7	1504.8	1524.6	1524.7	1496.0	1553.6	1534.2	1513.0	89	116	108
<b>11</b>	1543.7	1515.8	1524.3	1518.5	1495.1	1520.0	1568.3	1536.1	1528.1	84	74	76
<b>12</b>	1542.3	1539.4	1550.1	1518.6	1525.0	1542.2	1565.4	1553.3	1557.5	85	75	60
<b>All Grades</b>										388	372	353

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	20.77	14.95	3.92	31.54	36.45	37.25	31.54	31.78	35.29	16.15	16.82	23.53	130	107	102
<b>10</b>	26.97	18.10	13.54	32.58	31.03	31.25	21.35	28.45	31.25	19.10	22.41	23.96	89	116	96
<b>11</b>	26.19	4.05	6.85	41.67	31.08	24.66	14.29	28.38	38.36	17.86	36.49	30.14	84	74	73
<b>12</b>	23.53	9.33	10.53	37.65	44.00	36.84	17.65	25.33	36.84	21.18	21.33	15.79	85	75	57
<b>All Grades</b>	23.97	12.63	8.54	35.31	35.22	32.62	22.42	28.76	35.06	18.30	23.39	23.78	388	372	328

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	33.85	27.10	16.67	28.46	42.06	40.20	23.08	15.89	23.53	14.62	14.95	19.61	130	107	102
<b>10</b>	34.83	31.03	21.88	30.34	25.86	41.67	22.47	21.55	11.46	12.36	21.55	25.00	89	116	96
<b>11</b>	40.48	9.46	21.92	33.33	33.78	41.10	*	25.68	16.44	17.86	31.08	20.55	84	74	73
<b>12</b>	38.82	21.33	31.58	34.12	41.33	42.11	*	14.67	14.04	17.65	22.67	12.28	85	75	57
<b>All Grades</b>	36.60	23.66	21.95	31.19	35.22	41.16	16.75	19.35	16.77	15.46	21.77	20.12	388	372	328

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	8.46	3.74	4.90	30.77	22.43	18.63	23.85	48.60	43.14	36.92	25.23	33.33	130	107	102
<b>10</b>	17.98	6.03	7.29	26.97	21.55	23.96	22.47	37.07	33.33	32.58	35.34	35.42	89	116	96
<b>11</b>	17.86	2.70	4.11	32.14	12.16	10.96	29.76	48.65	36.99	20.24	36.49	47.95	84	74	73
<b>12</b>	15.29	4.00	3.51	27.06	22.67	21.05	31.76	52.00	45.61	25.88	21.33	29.82	85	75	57
<b>All Grades</b>	14.18	4.30	5.18	29.38	20.16	18.90	26.55	45.70	39.33	29.90	29.84	36.59	388	372	328

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	40.00	12.15	4.90	40.77	65.42	67.65	19.23	22.43	27.45	130	107	102
<b>10</b>	46.07	8.62	6.32	34.83	65.52	66.32	19.10	25.86	27.37	89	116	95
<b>11</b>	34.52	5.41	4.11	41.67	47.30	68.49	23.81	47.30	27.40	84	74	73
<b>12</b>	31.76	5.33	5.36	49.41	61.33	64.29	18.82	33.33	30.36	85	75	56
<b>All Grades</b>	38.40	8.33	5.21	41.49	61.02	66.87	20.10	30.65	27.91	388	372	326

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	36.15	57.94	51.00	51.54	28.04	28.00	12.31	14.02	21.00	130	107	100
<b>10</b>	34.83	60.34	54.74	51.69	18.97	20.00	13.48	20.69	25.26	89	116	95
<b>11</b>	60.71	48.65	42.25	22.62	21.62	33.80	16.67	29.73	23.94	84	74	71
<b>12</b>	48.24	62.67	69.64	38.82	16.00	17.86	12.94	21.33	12.50	85	75	56
<b>All Grades</b>	43.81	57.80	53.42	42.53	21.51	25.16	13.66	20.70	21.43	388	372	322

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	10.00	7.48	10.00	39.23	62.62	48.00	50.77	29.91	42.00	130	107	100
<b>10</b>	22.47	10.34	10.42	31.46	45.69	42.71	46.07	43.97	46.88	89	116	96
<b>11</b>	14.29	6.76	4.17	55.95	51.35	40.28	29.76	41.89	55.56	84	74	72
<b>12</b>	*	6.67	8.77	47.06	60.00	49.12	41.18	33.33	42.11	85	75	57
<b>All Grades</b>	14.18	8.06	8.62	42.78	54.57	44.92	43.04	37.37	46.46	388	372	325

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	25.38	7.48	0.00	61.54	76.64	73.00	13.08	15.89	27.00	130	107	100
<b>10</b>	29.21	10.34	3.23	56.18	68.10	68.82	14.61	21.55	27.96	89	116	93
<b>11</b>	38.10	4.05	6.94	54.76	70.27	63.89	*	25.68	29.17	84	74	72
<b>12</b>	40.00	4.00	9.09	50.59	81.33	74.55	*	14.67	16.36	85	75	55
<b>All Grades</b>	32.22	6.99	4.06	56.44	73.66	70.00	11.34	19.35	25.94	388	372	320

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. Due to distance learning student performance appears to have been impacted and we will revisit these scores when administration can take place in person.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1354</b>	<b>94.9</b>	<b>30.7</b>	<b>0.6</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	416	30.7
Foster Youth	8	0.6
Homeless	45	3.3
Socioeconomically Disadvantaged	1285	94.9
Students with Disabilities	223	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian or Alaska Native		
Asian	84	6.2
Filipino	4	0.3
Hispanic	1258	92.9
Two or More Races	1	0.1
Native Hawaiian or Pacific Islander		
White	5	0.4

### Conclusions based on this data:

1. The vast majority of the school community is Hispanic and Social Economically Disadvantaged.



# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Dashboard not provided in 2020-2021

# School and Student Performance Data

## Academic Performance English Language Arts

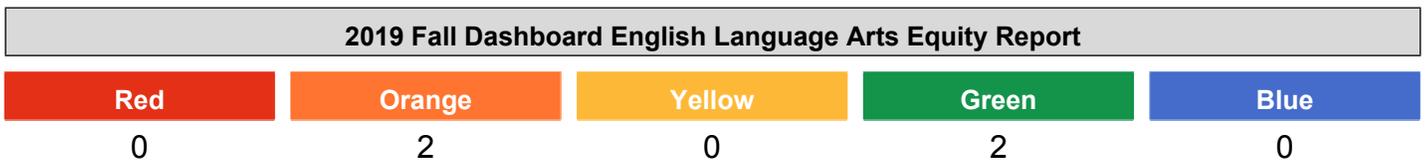
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 15.5 points above standard Increased ++11 points 251	<p><b>English Learners</b></p> Orange 54.6 points below standard Increased ++11.2 points 105	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Green 12.6 points above standard Increased ++9.2 points 240	<p><b>Students with Disabilities</b></p> Orange 90.6 points below standard Increased Significantly ++38.1 points 30

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 85.1 points above standard Maintained -0.8 points 11	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12 points above standard Increased ++12.8 points 239	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
121.2 points below standard Declined -12.9 points 54	15.8 points above standard Increased Significantly ++24.6 points 51	15.1 points above standard Increased Significantly ++19.3 points 38

**Conclusions based on this data:**

- Ongoing collaboration and the analysis of student data to drive instruction resulted in an increase in student performance English Language Arts across all subgroups. - 2020-2021 Data Not Available

# School and Student Performance Data

## Academic Performance Mathematics

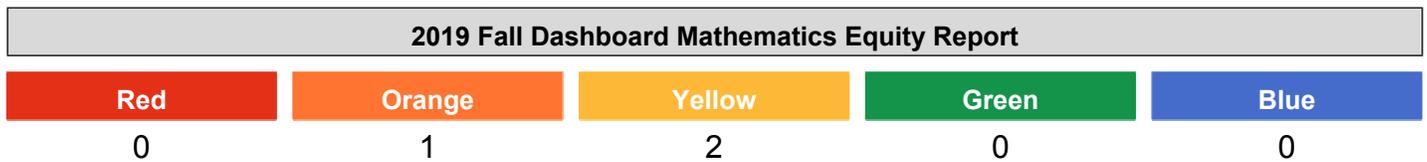
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>86.7 points below standard</p> <p>Increased ++11.4 points</p> <p>251</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>141.5 points below standard</p> <p>Increased ++14.7 points</p> <p>106</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>89.3 points below standard</p> <p>Increased ++8.7 points</p> <p>240</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>193.9 points below standard</p> <p>Increased ++14.2 points</p> <p>29</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color 91.1 points above standard Increased Significantly ++77.1 points 11	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.7 points below standard Increased ++12.6 points 239		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
176.4 points below standard Increased ++8.5 points 55	103.9 points below standard Increased ++13.6 points 51	103.6 points below standard Declined -4.9 points 38

**Conclusions based on this data:**

- Although results indicate that ongoing collaboration and the analysis of student data resulted in an increase in Math achievement across all major subgroups, improvement is still needed in order to close the achievement gap. 2020-2021 Data Not Available

# School and Student Performance Data

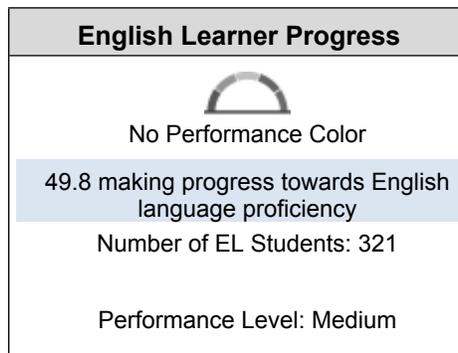
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.1	33.0	3.4	46.4

#### Conclusions based on this data:

1. EL students maintained their overall level of achievement, which is significant if one considers the large number of newcomers that have enrolled at MVHS. Of the 321 students enrolled, 266 students maintained or improved their performance - 2020-2021 Data Not Available

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	324	100
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	29	9
<b>Filipino</b>	1	0.3
<b>Hispanic</b>	293	90.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	0.3
<b>Two or More Races</b>		
<b>English Learners</b>	118	36.4
<b>Socioeconomically Disadvantaged</b>	315	97.2
<b>Students with Disabilities</b>	50	15.4
<b>Foster Youth</b>		
<b>Homeless</b>	34	10.5

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	23	7.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	11	37.9
<b>Filipino</b>		
<b>Hispanic</b>	12	4.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	2	1.8
<b>Socioeconomically Disadvantaged</b>	22	7.1
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	3.1

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

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

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	114	35.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	14	48.3
<b>Filipino</b>		
<b>Hispanic</b>	99	33.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	24	20.3
<b>Socioeconomically Disadvantaged</b>	110	34.9
<b>Students with Disabilities</b>	17	34
<b>Foster Youth</b>		
<b>Homeless</b>	9	26.5

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	129	39.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	24	82.8
<b>Filipino</b>		
<b>Hispanic</b>	104	35.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	29	24.6
<b>Socioeconomically Disadvantaged</b>	124	39.4
<b>Students with Disabilities</b>	5	10
<b>Foster Youth</b>		
<b>Homeless</b>	4	11.8

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	64	19.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	13	44.8
<b>Filipino</b>		
<b>Hispanic</b>	50	17.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	15	12.7
<b>Socioeconomically Disadvantaged</b>	62	19.7
<b>Students with Disabilities</b>	2	4
<b>Foster Youth</b>		
<b>Homeless</b>	2	5.9

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	15	4.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	8	27.6
<b>Filipino</b>		
<b>Hispanic</b>	7	2.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	15	4.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	3.4
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1	0.3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	33	10.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	6.9
<b>Filipino</b>		
<b>Hispanic</b>	31	10.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	8	6.8
<b>Socioeconomically Disadvantaged</b>	33	10.5
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	4	11.8

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

**Conclusions based on this data:**

1. The school has been successful in providing students with the same opportunities to complete pathways as they have with A-G requirements.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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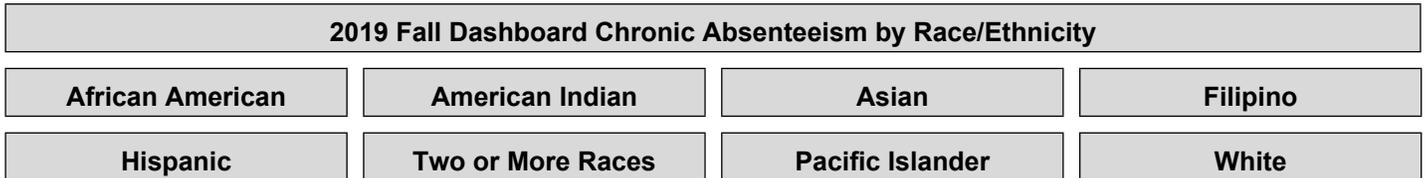
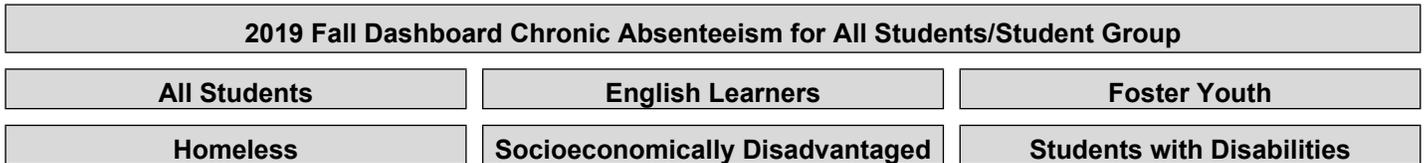
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. Not applicable.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	324	273	5	84.3
English Learners	118	87	5	73.7
Foster Youth				
Homeless	34	24	2	70.6
Socioeconomically Disadvantaged	315	266	5	84.4
Students with Disabilities	50	39	3	78
African American				
American Indian or Alaska Native				
Asian	29	28	0	96.6
Filipino	1		0	
Hispanic	293	244	5	83.3
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

### Conclusions based on this data:

1. There is an achievement gap between the Asian subgroup and all the other subgroups. The school will need to identify the root cause of students not meeting graduation rates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

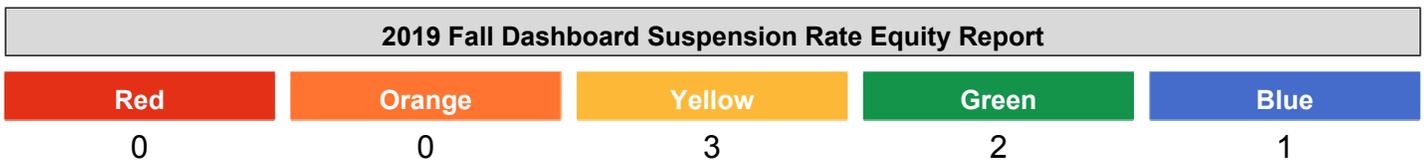
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.1</p> <p>Maintained +0.2</p> <p>1456</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>4.4</p> <p>Maintained -0.1</p> <p>474</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>36.4</p> <p>Increased +9.1</p> <p>11</p>
<p><b>Homeless</b></p> <p>Green</p> <p>3.6</p> <p>Declined -4.5</p> <p>56</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>4.1</p> <p>Maintained +0.2</p> <p>1372</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>6</p> <p>Declined Significantly -6.2</p> <p>183</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 Blue 0 Maintained 0 90	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.2 Maintained 0 1354		 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	3.9	4.1

**Conclusions based on this data:**

1. NA

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Foundational Math

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 1

For SBAC Math, increase the number of students who meet or exceed the standard by at least 2%.

## Identified Need

State assessment data (CAASPP), student D/F rates, and discussions and recommendations from all stakeholders indicate that we need to focus on improving foundational math skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Scores - Schoolwide	21.33%	23%
SBAC Math Scores - Socio-economically Disadvantaged	21.09%	23%
SBAC Math Scores - Hispanic	18.53%	20%
SBAC Math Scores - English Language Learners	SBAC Math Scores - English Language Learners 4%	SBAC Math Scores - English Language Learners 6%
Fluent English/English Proficient RFEP EL Less than 12 Months EL More than 12 Months English Learner English Only	Fluent English/English Proficient 27.5% RFEP 29.33% EL Less than 12 Months 0% EL More than 12 Months 5.26% English Learner 4.17% English Only 20%	Fluent English/English Proficient 30% RFEP 31% EL Less than 12 Months 5% EL More than 12 Months 7% English Learner 7% English Only 22%
SBAC Math Scores - Students with Disabilities	3.45%	5%

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 including the following significant sub-groups:

Hispanic

Socio-economically Disadvantaged (SED)

English Learner (EL)

Students with Disabilities (SWD)

### Strategy/Activity

Instructional Strategies (Math 1)

1) Collaboration with Content Specialist, Course Leads, and Instructional Coach on a regular schedule to monitor and improve on the following key issues:

a. Analyze common assessment data

b. Analysis of student work and test data (CFBA, teacher-developed assessments) to drive instructional practices/strategies

c. Make common instructional agreements and monitor progress

2) With support from the Instructional Coach, the Math department will participate in data reflection sessions to identify best practices/highly effective instructional strategies and make instructional commitments to implement those strategies.

3) Review placement data to identify strengths and areas of need for incoming 9th grade students.

4) Reinforce academic math vocabulary in daily instruction through the use of focused-note taking and vocabulary templates (Frayer Model)

### 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)

110,508.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Content Specialist

12,000

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Professional Development- Substitutes

12,139.00

Title II  
1000-1999: Certificated Personnel Salaries  
Course Leads

136,703.00

S & C  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

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

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

All students including the following significant sub-groups:

Hispanic

Socio-economically Disadvantaged (SED)

English Learners (EL)

Students with Disabilities (SWD)

### Strategy/Activity

Math Enrichment (Math 2)

1) Identify students who are at-risk and target intervention to support math skills and academic achievement that will lead to proficiency.

a. Placement of instructional aide to support small group instruction for Students With Disabilities (SWD)

b. Academic Mentoring (after school) with selected math teachers and college-aged tutors

### 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)

130,000

S & C

1a. Instructional Aide

1b. Academic Mentoring

9465.00

Title I Part A: Allocation

Academic Tutoring - Link Crew

665,398.00

S & C

1000-1999: Certificated Personnel Salaries

Guidance Counselors

126,692.00

S & C

1000-1999: Certificated Personnel Salaries

CWA

## Strategy/Activity 3

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

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

All students including the following significant sub-groups:

Hispanic  
Socio-economically Disadvantaged (SED)  
English Learner (EL)  
Students with Disabilities (SWD)

#### Strategy/Activity

Early Intervention Plan (Math 3)

- 1) Implement summer school Integrated Math Readiness for incoming 9th graders.
- 2) Math teachers will continue to improve articulation with the feeder schools.

#### 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)

150,000

S & C

1. Summer School

10,571.11

Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries

2. Substitutes for Articulation

#### Strategy/Activity 4

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

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

All students including the following significant sub-groups:

Hispanic  
Socio-economically Disadvantaged (SED)  
English Learner (EL)  
Students with Disabilities (SWD)

#### Strategy/Activity

Embed Critical Thinking (Math 4)

- 1) Teachers will implement a college prep math curriculum that emphasizes CCSS-aligned math practices, making connections, discovering relationships and communicating mathematical thinking.

#### 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)
16,000	Title I Part A: Allocation Supplemental Materials

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

In the 2018-19 school year, the district Math TOSA was ensuring the articulation between the partner schools. With the district's focus switching from math to science, the TOSA focus has also changed, leaving a need to reorganize the articulation process. To ensure consistent articulation, MVHS will need to pursue the Mountain View School District only, and not the entire partner districts. This process is emerging.

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

Overall, our math scores increased by at least 2%. Although our students with disabilities did improve, they did not meet our overall goal.

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

This year, the MVHS math department is working with Michele Douglas School Solutions, MDSS, to improve PLC teams, data reflection and technology integration. The math department is utilizing the claims of the CAASPP and Interim Assessment Blocks, to reinforce the vocabulary, skill sets and format of the SBAC for the student population. The Instructional Coach is assisting in the new Lesson Studies process to allow teachers to observe other classrooms and collaborate on lesson planning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase College/Career Preparedness

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 2

Increase the number of students who meet the California Dashboard indicator for College/Career Readiness by 5%.

## Identified Need

State assessments data (California Dashboard for College/Career Readiness), student D/F rates, and discussions and recommendations from all stakeholders suggest that we need to focus on improving college/career preparedness for all students. Our achievement gap, particularly with English Learners, emphasizes the importance of focusing on the subgroups noted.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of graduating seniors who complete the a-g requirements as outlined below	29.9%	34%
The number of graduation seniors who completed a CTE pathway with a "C" or better in the capstone course	4.8%	10%
The number of graduating seniors who meet the California Dashboard Indicator requirement for college/career readiness	32.2%	41%

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

## Strategy 1 9th Grade Orientation (CGCS 1)

Implement the following strategies to facilitate a successful transition for all incoming 9th grade students which will provide students with a positive learning high school experience.

1) Increase articulation with feeder school through:

- a. Regularly scheduled articulation meetings between principals, assistant principals, counselors, content specialist (high school and feeder schools)
- b. Develop and implement an articulation schedule in the core areas between the high school and feeder schools to:
  1. Subject area expectations
  2. Collaboration to share best instructional strategies/practices with support from site instructional coach.

2) Guidance department and support staff will conduct regularly scheduled presentations with feeder schools.

- a. Meet with 7th grade students to discuss high school requirement expectations (grades, school involvement/co-curricular and extra curricular, attendance and behavior)
- b. Meet with 8th grade students to discuss high school requirements (MDPT, grades, school involvement/co-curricular, attendance, behavior)
- c. 8th grade Parent Orientation (day and night) at the feeder schools and 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)

12,571

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Substitutes

0.00

S & C  
1000-1999: Certificated Personnel Salaries  
Guidance Counselors- Previously identified in  
plan

### **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

Strategy 2 9th Grade Transition

1) Plan, organize and facilitate activities for the effective transition of targeted incoming 9th grade students by providing orientation services when they are 8th grade students through the implementation of a Summer Bridge Program.

- 2) Provide supplies and instructional materials, (i.e. student agendas, binders, instructional supplies, STRP posters), that support the development of a learning community and academic achievement across the curriculum.
- 3) Provide college support services for all 9-11 grade students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5586.25	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Summer Bridge
5060.00	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Materials
8819	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
2370.75	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Field Trips

### 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

Strategy 3

- 1) Revise and update the current four-year plan to meet post-secondary needs for all students.
- 2) Continue to align the student services program with The National Model Standards for Counseling.
- 3) Expand parent education programs through the Title-1 meeting, English Advisory Committee (ELAC) and district wide workshops.
- 4) Continue to develop and expand vertical teaming and articulation with both the feeder schools and post- secondary institutions.
- 5) Continue to develop and expand vertical teaming and articulation with both the feeder schools and post- secondary institutions.

### 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)
68,067.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC
35,000	Title I Part A: Allocation  Parent Education Programs
5000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes
25,000	S & C  Parent Education Programs
102,101.00	S & C 1000-1999: Certificated Personnel Salaries CCC

#### Strategy/Activity 4

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

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

All Students

##### Strategy/Activity

Strategy 4

- 1) Implement additional ways to provide academic support for all students (i.e. after school tutoring)
- 2) Summer Bridge Program for incoming 9th grade students in order to provide transitional skills to support and enrich student's high school experience

##### 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)
23,309.11	Title I Part A: Allocation  Tutoring
0	Title I Part A: Allocation  Summer Bridge- Previously Identified in Plan

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Strategy 5

- 1) Provide professional development to staff to increase parental skills and knowledge that will impact the reduction in attendance, tardies and suspensions.
- 2) Provide professional development training on best practices and classroom management strategies that will support and increase student achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14,087.63

Source(s)

Title I Part A: Allocation

Professional Development- Conferences

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Strategy 6

- 1) Improve communication through the use of Schoolloop, Blackboard, mailers, flyers and the marquee to increase communication between the school, the staff and parents.
- 2) Through the Parent Center, the Categorical Programs Assistant and the Community Liaison provide parent trainings to keep parents abreast of current school topics such as graduation requirements, importance of attendance, and behavior policy. These workshops are but not limited to: Parent Involvement Academy, English Learner Advisory Committee meetings, College Night, English Learner/Reclassification Night and Title 1 School-wide meeting.

### 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)

500	Title I Part A: Allocation Parent Participation- Postage
10,000	Title I Part A: Allocation Parent Participation- Supplies
126,692.00	S & C 1000-1999: Certificated Personnel Salaries CWA

### Strategy/Activity 7

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

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

All Students

#### Strategy/Activity

Strategy 7

1) Provide necessary instructional supplies and additional services when attendance/behavior is a result of homelessness through set-aside funds based on referrals.

#### 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 I Part A: Allocation  
Instructional Supplies

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

All ninth grade students were provided with an A-G presentation by the guidance counselors. Counselors held parent group meetings with identified at-risk students and provided with school resources to support students at school and at home. Ninth grade students were also given a career interest survey and given additional information regarding the completion of A-G courses.

Tenth grade students take a career interest survey designed to give them an idea what type of career would best fit their interests.

Eleventh grade students were presented with aTES (Transcript Evaluation Service) to help determine their progress towards completion of their A-G's.

Counselors were trained on CTE Pathways by the Director of Curriculum and Instruction to identify the courses that meet the concentrator and capstone pathway completion. Continue to advertise at the school site and as well as with the partner/feeder school through advertisement, and mailers.

A Saturday College and Career Community Conference activity was offered to all of our students and parents. Presentations were presented for A-G requirements, financial aid, and the college application process

SAT Saturday Preparation Courses were offered to our students using SAT Princeton Review test Preparation materials.

The establishment of CTE pathways were established for the following pathways:

1. Food Services.
2. Financial Services
3. Teaching/Education
4. Engineering/ Zoo Crew
5. Theater
6. Film Production

Beginning in the 19-20 school year, the EMUHSD has solidified the articulation process of dual enrollment courses offered through Rio Hondo College. This will ensure that our students are properly identified as meeting their college and career indicator.

Our CTE Pathways, are in their infancy stages. The goal is to continue to develop and evolve CTE pathway and increase overall student participation.

Students will begin to be to identify their college and career ready and/or CTE Pathway in addition to begin to identify their college and career readiness through the introduction of the student portal in the SIS system. .

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improve Literacy Skills for all Students

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 3

1. For SBAC ELA, increase the number of students who exceed the standard by 2%.
2. For English Learners on SBAC ELA, improve average distance from the standard by 5%.

## Identified Need

State assessments data (CAASPP) and student D/F rates indicate an achievement gap for English Learners in literacy. Improving literacy skills across the curriculum will address this gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Scores - Schoolwide	54% 57.40%	56% 59% (59.40%)
SBAC ELA Scores - Socio-economically Disadvantaged	53% 56.86%	55% 59% (58.86%)
SBAC ELA Scores - Hispanic	52% 56.81%	54% 59% (58.81%)
SBAC ELA Scores - English Language Learners	11%	58% 82%
English Only	55.12%	N/A
RFEP	80.13%	8%
EL Less Than 12 Months	N/A	6%
EL More Than 12 Months	3.57%	
EL	2.9%	
SBAC ELA Scores - Students with Disabilities	14% 20.33%	22% (22.33%)

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 schoolwide, including the following subgroups:

Socio-economically Disadvantaged

Hispanic

English Language Learners

Students with Disabilities

### Strategy/Activity

#### Strategy 1

##### Data Reflection Teams (ELA 1)

1) Develop/monitor data reflection teams that will concentrate on creating, implementing, and achieving instructional goals that will focus on reading and writing skill development across the curriculum with the support of the instructional coach.

2) Continue on a regular schedule to monitor the following key issues:

a. Use of the Illuminate program to analyze semester CFBA's and Common Assessments

b. Analysis of student work and test data (Common Assessments, semester CFBA's, mark analysis, D/Frate) to drive instructional practice/strategies

c. Provide professional staff development for creation of data reflection teams in all curricular areas

3) Provide collaboration time for course-alike (or grade-level) teachers to analyze course outlines, pacing guides, common assessment items, test results, and student work samples to identify areas of strength and growth to refine and modify instructional practices/strategies to increase student learning and achievement.

4) Provide staff development and use collaboration time to address the following topics:

a. Creating CCSS-aligned common assessments (Performance Tasks)

b. Implementation of research-based strategies, Sheltered Instruction Observation Protocol (SIOP) and developing critical thinking skills across the curriculum

c. Rubric design and implementation on common instructional and assessment strategies

d. Analysis of student work and assessment data to drive instructional practices and set instructional goals

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,139.00

Source(s)

Title II

Course Leads

5,000

Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries

Substitutes

10,333.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Instructional Resource HMH/Newsela
5650	Title I Part A: Allocation  Professional Development-Substitutes
8,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development- Conferences

## Strategy/Activity 2

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

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

All students, schoolwide, including the following subgroups:  
Socio-economically Disadvantaged  
Hispanic  
English Language Learners  
Students with Disabilities

### Strategy/Activity

Strategy 2 Embed Critical Thinking (ELA 2)

1) Using research based instructional strategies (e.g., Sheltered Instruction Observation Protocol (SIOP) and AVID), we will embed higher levels of critical thinking in daily instruction (e.g., in academic discussions, critical reading of complex texts, rigorous assignments and projects) across all curricular areas/departments.

### 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)
6,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development-Conferences
5,000	Title I Part A: Allocation  Substitutes

## Strategy/Activity 3

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

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

Schoolwide  
Socio-economically Disadvantaged

Hispanic  
English Language Learners  
Students with Disabilities

### Strategy/Activity

#### Strategy 3 Reading Intervention Program

- 1) Continue the Read 180 research-based reading intervention program provided through and the blended English 1P Intensive class and English 1P Intensive Lab class for pre-identified incoming 9th grade students.  
The reading intervention class and lab are provided with the assistance of an instructional aide.
- 2) Identify students who are at-risk and eligible for intervention through the use of multiple measures such as 7th/8th standardized assessments, ELPAC and Scholastic Reading Inventory (SRI).
- 3) Enroll eligible students in reading intervention class with a focus on English Learners and Students With Disabilities (SWD). (August)
  - a. Priority to English Learners below intermediate who meet criteria measures
  - b. SWD 9th-grade students who meet criteria measures
- 4) Administer the Scholastic Reading Inventory (SRI) to ensure proper placement and as baseline assessment. (Fall)
- 5) Administer SRI benchmark at the end of each semester (mid- and post-assessments). (January and May/June)
- 6) Compile data from SRI, ELPAC, 9th-grade standardized assessments, for intervention and proper placement of the English 1P Intensive students into sophomore classes the following year.
- 7) Provide additional support through the instructional coach to provide support for the implementation of the research-based reading program.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Title I Part A: Allocation

HMH Reading Inventory- Previously Identified in Plan

58,962.00

Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries  
English 1 Intensive

### Strategy/Activity 4

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

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

All students, schoolwide, including the following subgroups:  
Socio-economically Disadvantaged

Hispanic  
 English Language Learners  
 Students with Disabilities

**Strategy/Activity**

**Strategy 4  
 School-wide Intervention Programs**

- 1) Continue school-wide intervention programs provided during or after the school day to targeted at-risk students, English Learners (EL) and Students With Disabilities (SWD). These programs include Guided Studies, Academic Language Development 2-3, AVID 1-4, and after-school tutoring.
- 2) Identify students who are at-risk for targeted intervention through the use of multiple measures (SRI, 8th/9th standardized assessments, ELPAC results and English course grades) to support academic English language development and achievement that will lead to proficiency.
  - a. English 1P Intensive
  - b. ALD 2-3: Designed to continue the academic language development in reading, writing, speaking and listening and serves to support student achievement in their core ELA classes. The primary function of the course is to develop academic literacy skills for long term English Language Learners. Students enrolled in ALD must also be enrolled in English with the same instructor.
  - c. Tutoring: Provided in AVID elective classes, LCAP tutors, and in extended library hours.
- 3) Provide paraprofessional classroom support, supplementary instructional materials (binders and classroom supplies) and technology (ELMOS, projectors, Title 1 Library, and mobile laptop carts) based on the number of identified students for the intervention classes.
- 4) Provide staff development through the instructional coach for intervention staff to address implementation of SIOP, best practices/instructional strategies, data analysis, refinement and/or enhancement of the intervention programs that address the needs of at-risk students, ELs, and SWD.
- 5) Monitor academic progress of students enrolled in intervention 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)
8,000	Title I Part A: Allocation Professional Development-Substitutes
148,202.15	Title I Part A: Allocation Technology
150,172.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

In the 2019-20 school year, the English department administered district assessments (pre/post by semester), used the results to generate interims, and taught with intention. The process of unit planning and common assessments is still emerging.

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

Overall, our English scores increased by at least 3%. Although the EL students' scores decreased, our students with disabilities had significant improvement by nearly 12% helping get the school closer to its goal.

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

This year, the English department is using collaboration time to identify and sort standards by grade level, to build units using a common template, conducting data reflections based on assessments, and have begun the process of Lesson Study. The department, with the help of the instructional coach and ELTOSA, is at the beginning stages of observing classrooms within the department and collaborating on lesson plans.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,256,098.00

## 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: Allocation	\$619,062.00
Title II	\$24,278.00

Subtotal of additional federal funds included for this school: \$643,340.00

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 (\$)
S & C	\$1,462,586.00
SC/EL	\$150,172.00

Subtotal of state or local funds included for this school: \$1,612,758.00

Total of federal, state, and/or local funds for this school: \$2,256,098.00

# School Site Council Membership

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

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

Name of Members	Role
Jose Marquez	Principal
Anne Bazile	Classroom Teacher
Michael Weller	Classroom Teacher
Alfred Mendoza	Classroom Teacher
Teresa Wong	Classroom Teacher
Roxanna Nava	Other School Staff
Natalie Galaviz	Secondary Student
Evelyn Montoya	Secondary Student
Leslie Najera	Secondary Student
Roxana De La Cruz	Parent or Community Member
Lisa Castillo	Parent or Community Member
Salvador Gonzalez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/21.

Attested:

Principal, Jose Marquez on 5/27/21	
SSC Chairperson, Anne Bazile on 5/27/21	