

School Year: **2023-24**

# 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 Elementary School	07 61754 6004170	2/26/2024	

## 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 of this plan is to provide transparency to all community partners including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula, as they relate to improving academic performance for all students.

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 Elementary's goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. Goal 4 focuses on specific student group needs and strategies to address their achievement. In an effort to meet these goals the following are essential components to overall student success:

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# 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).

The CA Healthy Kids Survey is administered every other year to 5th grade students. Parents are also invited to participate in the Parent Survey every other year. The survey was administered in November 2022 and results will be utilized to analyze student, staff, and parent feedback.

## Classroom Observations

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

The principal conducts informal walkthroughs on a regular basis. Formal observations of 20 minutes or longer are conducted minimally twice as part of the formal observation process for teachers being evaluated, with post observation conferences. As part of the Learning Acceleration professional development, non-evaluative walkthroughs are conducted with the ILT team, and the principal participates with other principal peers to support their learning as leaders.

## 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)

The site uses the results of CAASPP and ELPAC state assessments to modify instruction and monitor student achievement. At the site level, iReady, ESGI (Kindergarten), and AR are used to monitor progress.

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

Teachers utilize curriculum-embedded assessments such as unit assessments, writing samples, reading comprehension and fluency assessments to modify instruction and monitor student progress in achieving proficiency in state standards.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

75% of students have a highly qualified teacher. Four teachers are currently in a credential program working on their credentials.

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

75% of teachers are credentialed and highly qualified. At Mountain View, teachers participate in professional development for AVID, Learning Acceleration, and MTSS. Teachers have received professional development on the new science and social studies curriculum from publisher trainers. The Instructional Leadership Team members lead professional development in math student voice, choice, data analysis, and participate in district training.

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

During bi-weekly staff meetings, staff participates in training focused on Tier I instruction, assessments, and MTSS strategies to support all learners academically, behaviorally, and social-emotionally.

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

Districtwide Teachers on Special Assignment (TOSAs) provide instructional support in all curricular areas, including support for Emerging Bilingual students. TISP mentors support teachers who are eligible to clear their credentials. ILT teachers provide support in Building Thinking Classroom strategies.

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

Teachers meet bi-monthly in staff meetings, and have one meeting a month dedicated to grade-level collaboration. This year, the Instructional Leadership Team (ILT) works collaboratively with the principal to train staff in Building Thinking Classroom strategies. Grade level teams collaborate to plan scripted curricular tasks and meet as a PLC to examine student performance data and plan next steps.

## Teaching and Learning

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

Curriculum and materials are aligned to the state standards, and instruction is guided by the district pacing guides, which identify priority standards and pacing for each grade level. Teachers have been trained in learning acceleration strategies, which focus on standards-based instruction, just in time supporting scaffolds, and opportunities for student collaboration and problem-solving.

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

Mountain View's schedule ensures that recommended instructional minutes are met for reading/language arts and mathematics.

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

Mountain View has hired an instructional assistant to support flexible grouping and work with Tier II strategies for students not yet approaching grade-level proficiency.

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

District-adopted instructional materials are available and sufficient for all students and grades.

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

All district adopted texts are state approved and aligned to state standards.

## **Opportunity and Equal Educational Access**

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

Mountain View has hired an instructional assistant to support flexible grouping and work with Tier II strategies for students not yet approaching grade-level proficiency. Classroom teachers implement just in time scaffolds during Tier I instruction to help fill learning gaps. Daily, there are 30 minutes of dedicated English Language Development instruction.

Evidence-based educational practices to raise student achievement

Tier I instruction is based on evidence-based learning acceleration strategies, which focus on equitable grade-level standards-based instruction for all students with just in time scaffolds for unfinished learning. The MTSS framework provides strategies to address students' academic, behavioral, and social-emotional needs at Tiers I, II, and II.

## **Parental Engagement**

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

Mountain View receives LCFF supplemental funding through the district to support under-achieving students.

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

Parents, community members, teachers, and school staff participate in the planning and implementation of the SPSA plan and provide input through the School Site Council, ELAC, and parent club.

## Funding

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

Mountain View Elementary uses LCFF funding to provide the following services to support underperforming students to meet standards: Instructional Assistant to support Tier II academic strategies in the classrooms; supplemental materials to support standards-based instruction; AVID training to support schoolwide implementation of AVID strategies

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement. For the 2023-2024 school year, Mountain View Elementary received base funding as well as LCFF funding.

## **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**

August 7--All staff meeting; staff provided input to principal  
Bi-monthly staff meetings  
Leadership meetings--once a month--check in on progress on goals  
PFC meetings--once a month--principal gathers parent input; February meeting--SPSA presented for input  
School Site Council--SPSA presented for input and approval at February meeting

## **Resource Inequities**

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

Mountain View Elementary is a small elementary school with limited budgetary resources so it is difficult to implement more expensive improvement strategies, such as personnel, service contracts, etc. Almost half of the students qualify as SED, and over 20% have been identified as students with disabilities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	%	0%	1	0	0
African American	3.2%	2.88%	1.85%	9	7	4
Asian	4.3%	3.70%	4.63%	12	9	10
Filipino	2.9%	2.47%	1.39%	8	6	3
Hispanic/Latino	36.3%	39.51%	37.04%	102	96	80
Pacific Islander	2.1%	1.23%	1.39%	6	3	3
White	38.1%	37.04%	36.57%	107	90	79
Multiple/No Response	9.6%	8.64%	9.72%	27	21	21
<b>Total Enrollment</b>				281	243	216

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	50	45	23
Grade 1	51	44	44
Grade 2	49	40	37
Grade 3	48	40	35
Grade 4	45	38	44
Grade 5	38	36	33
<b>Total Enrollment</b>	281	243	216

### Conclusions based on this data:

1. Enrollment has decreased over three years.
2. Kindergarten has seen the largest decrease since 20-21.
3. The percentage of African American, Filipino, and Pacific Islander students has decreased since 2020-21.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	37	41	40	13.2%	16.9%	18.5%
Fluent English Proficient (FEP)	21	21	14	7.5%	8.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	1			2.7%		

### Conclusions based on this data:

1. The percentage of English Learners has increased by over 5% since 2020-21.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	42	36	34	42	36	33	42	36	70.8	100.0	100.0
Grade 4	43	35	47	40	34	45	40	34	45	93.0	97.1	95.7
Grade 5	37	37	35	31	37	34	30	37	34	83.8	100.0	97.1
All Grades	128	114	118	105	113	115	103	113	115	82.0	99.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2381.	2424.	2400.	12.12	28.57	25.00	24.24	19.05	22.22	24.24	23.81	13.89	39.39	28.57	38.89
Grade 4	2429.	2406.	2412.	17.50	14.71	13.33	12.50	17.65	8.89	25.00	14.71	26.67	45.00	52.94	51.11
Grade 5	2470.	2475.	2445.	6.67	16.22	14.71	16.67	24.32	26.47	46.67	18.92	14.71	30.00	40.54	44.12
All Grades	N/A	N/A	N/A	12.62	20.35	17.39	17.48	20.35	18.26	31.07	19.47	19.13	38.83	39.82	45.22

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	15.15	23.81	19.44	51.52	61.90	47.22	33.33	14.29	33.33	
Grade 4	20.00	5.88	8.89	55.00	58.82	62.22	25.00	35.29	28.89	
Grade 5	10.00	10.81	17.65	73.33	67.57	58.82	16.67	21.62	23.53	
All Grades	15.53	14.16	14.78	59.22	62.83	56.52	25.24	23.01	28.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.38	11.90	13.89	59.38	64.29	52.78	31.25	23.81	33.33
Grade 4	10.00	5.88	11.11	52.50	44.12	46.67	37.50	50.00	42.22
Grade 5	6.67	16.22	17.65	63.33	51.35	35.29	30.00	32.43	47.06
All Grades	8.82	11.50	13.91	57.84	53.98	45.22	33.33	34.51	40.87

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.03	14.29	13.89	72.73	69.05	72.22	24.24	16.67	13.89
<b>Grade 4</b>	5.00	2.94	8.89	87.50	73.53	64.44	7.50	23.53	26.67
<b>Grade 5</b>	10.00	5.41	11.76	80.00	70.27	61.76	10.00	24.32	26.47
<b>All Grades</b>	5.83	7.96	11.30	80.58	70.80	66.09	13.59	21.24	22.61

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	15.15	21.43	16.67	51.52	54.76	58.33	33.33	23.81	25.00
<b>Grade 4</b>	5.00	11.76	6.67	82.50	52.94	68.89	12.50	35.29	24.44
<b>Grade 5</b>	10.00	8.11	11.76	66.67	62.16	52.94	23.33	29.73	35.29
<b>All Grades</b>	9.71	14.16	11.30	67.96	56.64	60.87	22.33	29.20	27.83

**Conclusions based on this data:**

1. The percentage of students at standard in writing has decreased from 53.98% to 45.22% for All Grades.
2. The percentage of students who met standard or exceeded standard decreased for All Grades.
3. Listening and Research/Inquiry are the lowest performance claims.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	42	36	34	42	36	34	42	36	70.8	100.0	100.0
Grade 4	43	35	47	40	34	45	40	34	45	93.0	97.1	95.7
Grade 5	37	37	35	31	37	34	29	37	34	83.8	100.0	97.1
All Grades	128	114	118	105	113	115	103	113	115	82.0	99.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2413.	2425.	2414.	11.76	21.43	22.22	29.41	23.81	27.78	26.47	26.19	13.89	32.35	28.57	36.11
Grade 4	2451.	2423.	2424.	10.00	11.76	13.33	25.00	26.47	6.67	40.00	20.59	35.56	25.00	41.18	44.44
Grade 5	2464.	2450.	2451.	10.34	8.11	11.76	10.34	18.92	17.65	31.03	21.62	32.35	48.28	51.35	38.24
All Grades	N/A	N/A	N/A	10.68	14.16	15.65	22.33	23.01	16.52	33.01	23.01	27.83	33.98	39.82	40.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	15.15	21.43	22.22	57.58	52.38	52.78	27.27	26.19	25.00	
Grade 4	15.00	8.82	8.89	60.00	50.00	33.33	25.00	41.18	57.78	
Grade 5	*	5.41	11.76	*	40.54	44.12	*	54.05	44.12	
All Grades	11.76	12.39	13.91	55.88	47.79	42.61	32.35	39.82	43.48	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.71	19.05	22.22	58.82	57.14	41.67	26.47	23.81	36.11
Grade 4	12.50	5.88	11.11	57.50	50.00	46.67	30.00	44.12	42.22
Grade 5	*	16.22	8.82	*	45.95	47.06	*	37.84	44.12
All Grades	12.62	14.16	13.91	53.40	51.33	45.22	33.98	34.51	40.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	17.65	21.43	16.67	55.88	54.76	50.00	26.47	23.81	33.33
<b>Grade 4</b>	15.00	11.76	8.89	65.00	55.88	57.78	20.00	32.35	33.33
<b>Grade 5</b>	*	13.51	14.71	*	54.05	47.06	*	32.43	38.24
<b>All Grades</b>	14.56	15.93	13.04	63.11	54.87	52.17	22.33	29.20	34.78

**Conclusions based on this data:**

1. The percentage of students exceeded standard in math increased in All Grades.
2. 5th grade showed 10% drop in students below standard.

# 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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	1354.5	*	1369.9	*	1318.0	6	14
Grade 1	*	*	*	*	*	*	6	*
Grade 2	*	*	*	*	*	*	9	7
Grade 3	*	*	*	*	*	*	8	7
Grade 4	*	*	*	*	*	*	5	5
Grade 5	*	*	*	*	*	*	7	6
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							41	42

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	0.00	*	42.86	*	57.14	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	14.29	42.11	23.81	21.05	26.19	26.32	35.71	38	42

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	7.14	*	35.71	*	57.14	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	34.21	26.19	28.95	21.43	21.05	21.43	15.79	30.95	38	42

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	0.00	*	28.57	*	71.43	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	5.26	2.38	15.79	14.29	44.74	33.33	34.21	50.00	38	42

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
K	*	0.00	*	42.86	*	57.14	*	14	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	18.42	19.05	60.53	47.62	21.05	33.33	38	42	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	35.71	*	64.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	42.11	40.48	42.11	30.95	15.79	28.57	38	42

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	28.57	*	71.43	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	5.26	2.38	55.26	45.24	39.47	52.38	38	42

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	0.00	*	35.71	*	64.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	13.16	9.52	55.26	57.14	31.58	33.33	38	42

**Conclusions based on this data:**

1. The Reading Domain is the lowest scoring domain for Well-Developed.



# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>216</b>	<b>40.7</b>	<b>18.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mountain View Elementary 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	40	18.5
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.9
<b>Socioeconomically Disadvantaged</b>	88	40.7
<b>Students with Disabilities</b>	28	13

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	4	1.9
<b>Asian</b>	10	4.6
<b>Filipino</b>	3	1.4
<b>Hispanic</b>	80	37
<b>Two or More Races</b>	21	9.7
<b>Pacific Islander</b>	3	1.4
<b>White</b>	79	36.6

### Conclusions based on this data:

1. Hispanic and White are the two largest racial/ethnic groups.
2. Over 20% of students have IEPs.



# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Suspension rate is very low, while Chronic Absenteeism is very high.
2. Both academic indicators are in the low category, indicating areas for improvement.

# School and Student Performance Data

## Academic Performance English Language Arts

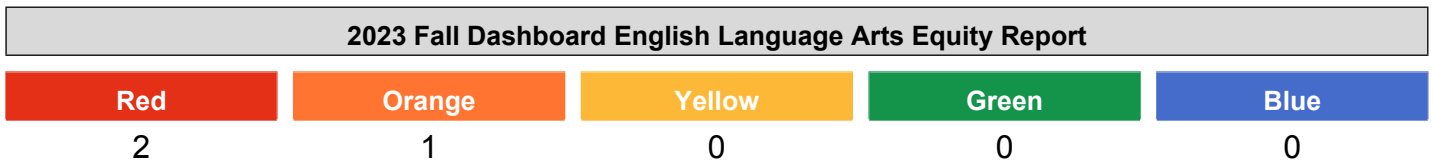
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 42.4 points below standard Decreased -9.7 points 105 Students	<b>English Learners</b> 110.5 points below standard Decreased Significantly -16.5 points 23 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Red 85.8 points below standard Decreased Significantly -19.5 points 36 Students	<b>Students with Disabilities</b> 163.7 points below standard Decreased Significantly -42.9 points 23 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 85.9 points below standard Decreased -5.6 points  36 Students	18.2 points below standard 11 Students	Less than 11 Students  2 Students	 Orange 9.7 points below standard Decreased Significantly - 16.3 points 44 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
160.1 points below standard Decreased Significantly -44.8 points  17 Students	Less than 11 Students  7 Students	22.3 points below standard Decreased -11.2 points  79 Students

**Conclusions based on this data:**

- Hispanic students are scoring below the overall school average, with 80 points below standard in ELA.
- Emerging Bilinguals and Students with Disabilities have scores with the largest gap from the school average.

# School and Student Performance Data

## Academic Performance Mathematics

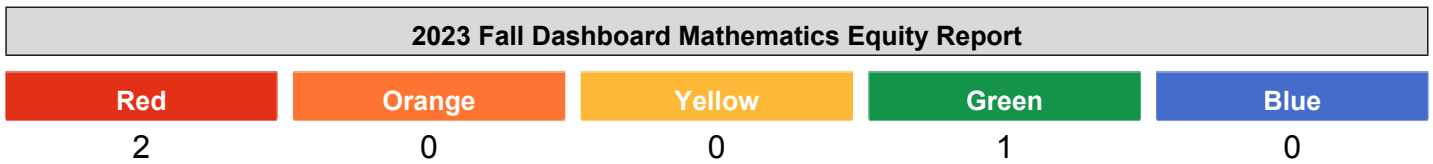
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>51.3 points below standard</p> <p>Maintained -1.5 points</p> <p>105 Students</p>	<p><b>English Learners</b></p> <p>94.8 points below standard</p> <p>Maintained +0.3 points</p> <p>23 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>99.9 points below standard</p> <p>Decreased -10.7 points</p> <p>36 Students</p>	<p><b>Students with Disabilities</b></p> <p>150.3 points below standard</p> <p>Decreased -13.3 points</p> <p>23 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 96.7 points below standard Decreased -5 points  36 Students	29.7 points below standard 11 Students	Less than 11 Students  2 Students	 Green 10.1 points below standard Increased +7.6 points  44 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.9 points below standard Decreased Significantly -16.5 points  16 Students	Less than 11 Students  7 Students	36 points below standard Decreased -3.8 points  79 Students

#### Conclusions based on this data:

- Emerging Bilinguals and Students with disabilities are scoring over 100 points below standard, much lower than the overall school average.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
39.3 points above standard making progress towards English language proficiency
Number of EL Students: 28 Students Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	12	1	10

#### Conclusions based on this data:

1. Almost 52% of ELs progressed at least one level, but 11% decreased one level.



# School and Student Performance Data

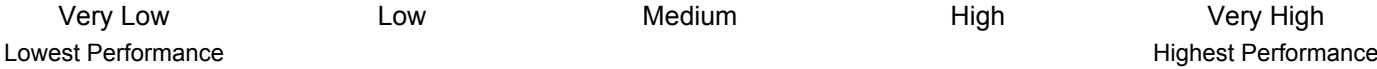
## Academic Performance College/Career Report

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

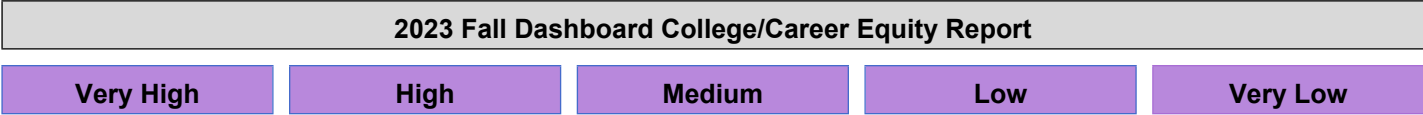
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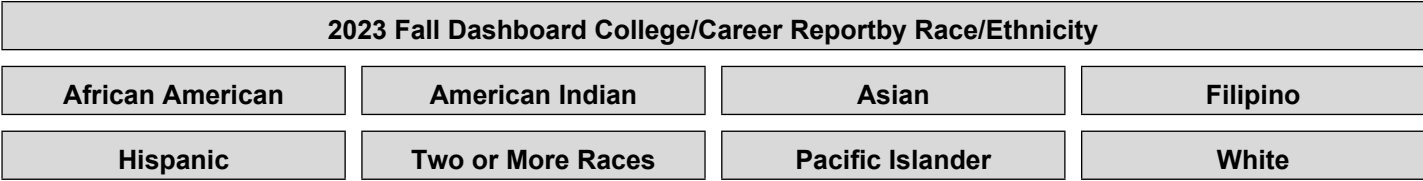
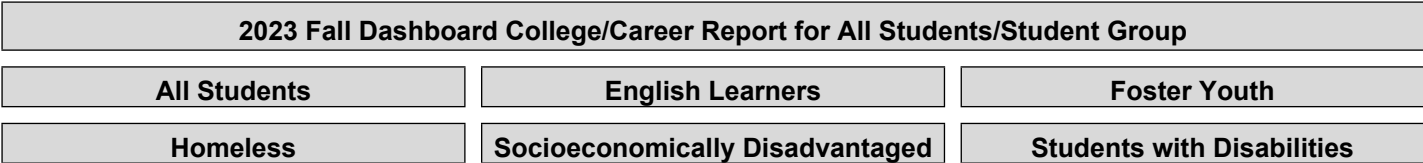
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



**Conclusions based on this data:**

1. Not applicable for elementary schools.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

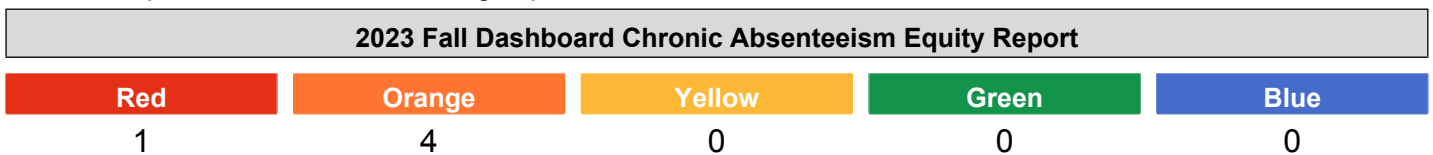
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>23.7% Chronically Absent</p> <p>Declined Significantly -10.3</p> <p>245 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>20.8% Chronically Absent</p> <p>Declined -16.7</p> <p>48 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined -14.4</p> <p>110 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>34% Chronically Absent</p> <p>Declined -8.4</p> <p>50 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">21.4% Chronically Absent</p> <p align="center">0</p> <p align="center">14 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">22.8% Chronically Absent</p> <p align="center">Declined -25.3</p> <p align="center">92 Students</p>	<p align="center">31% Chronically Absent</p> <p align="center">Declined -5.3</p> <p align="center">29 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">Red</p> <p align="center">23.2% Chronically Absent</p> <p align="center">Increased 2.5</p> <p align="center">95 Students</p>

**Conclusions based on this data:**

1. All students groups with a performance level are in the Very High category for chronic absenteeism.
2. Missing more than 10% of school can impact student learning and achievement data and may be connected to decreases in academic test performance.

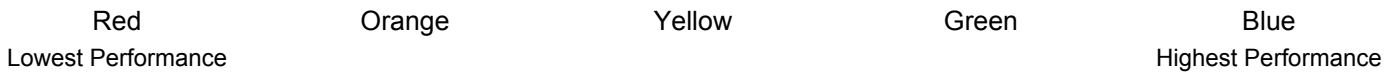
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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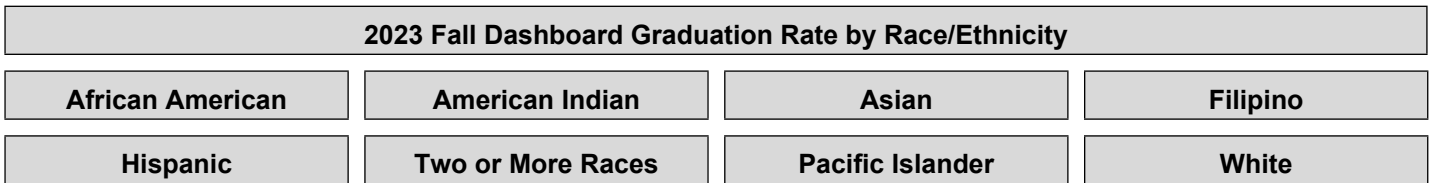
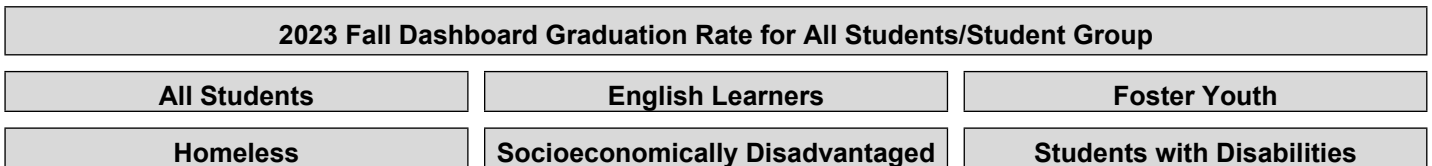
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



**Conclusions based on this data:**

- 1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

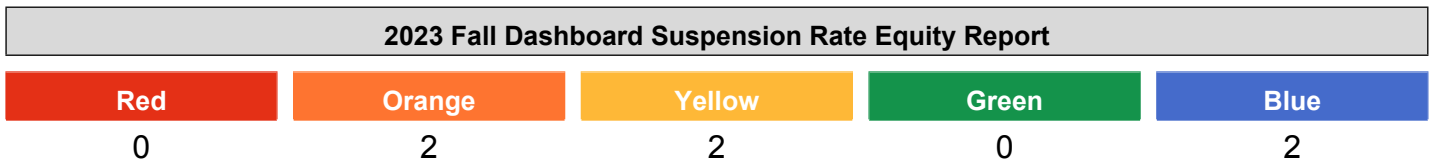
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 0.8% suspended at least one day Increased 0.8 249 Students	<b>English Learners</b>  Blue 0% suspended at least one day Maintained 0 48 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 0.9% suspended at least one day Increased 0.9 111 Students	<b>Students with Disabilities</b>  Orange 2% suspended at least one day Increased 2 50 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 6 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">14 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p align="center">1.1% suspended at least one day</p> <p align="center">Increased 1.1 92 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 30 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Yellow</p> <p align="center">1% suspended at least one day</p> <p align="center">Increased 1 97 Students</p>

**Conclusions based on this data:**

1. All student groups with performance data show 0% suspended at least one day.

# 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

Goal 1

## LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

## Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

## Identified Need

The majority of our students nearly met or did not meet standard on the CAASPP test for ELA or Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-5	35% of students in grades 3-5 met or exceeded standard in ELA.	60% of students in grades 3-5 should meet or exceed standard in ELA.
CAASPP Math Grades 3-5	32% of students in grades 3-5 met or exceeded standard in math.	60% of students in grades 3-5 should meet or exceed standard in math.

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

Improve communication to entire school community

### 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)

300

Site Discretionary  
5900 Communications  
Consistent use of ParentSquare and Newsletter like Smore

### 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

Improve outreach and education to parents regarding attendance

#### 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)

1450

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries  
(Includes 3000-3999 Benefits)  
Attendance mentor

### 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

Student supervision during non instructional times

#### 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)

6000

LCFF Supplemental  
2000 - 2999 Classified Personnel Salaries  
(Includes 3000-3999 Benefits)  
Student Supervision

### 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

AVID Note Taking across all grades

### 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)

100

Source(s)

Site Discretionary  
4000 - 4999 Books and Supplies  
AVID Note Taking Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Teacher have had professional development on the MTSS process and specifically tier I and II instructional practices. Professional development has also focused on student voice and choice in the classroom through AVID strategies and Building Thinking Classrooms.

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

There were no major differences in implementation; however, due to the principal's absence, there was limited ability to measure effectiveness during the period of the interim principal.

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.

Due to the new principal coming in late November, the goal is being continued and effectiveness will be measured based on the 2023-24 CA Dashboard results in June.

# 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

Goal 2

## LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

## Goal 2

High quality, culturally proficient, and responsive staff will create a safe, supportive, and engaging learning environment respectful of all students' backgrounds to ensure they are college and career ready.

## Identified Need

42% of students in grades 3-5 scored below standard on the CAASPP test in ELA and 51% of students grades 3-5 scored below standard on the CAASPP test in Math. Our students below and nearly meeting standard need additional supports to close the learning gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-5	60% of students in grades 3-5 were at, near, or above standard in writing.	80% of students in grades 3-5 should be at, near, or above standard in writing.
CAASPP Math Grades 3-5	58% of students in grades 3-5 were at, near, or above standard in problem solving.	80% of students in grades 3-5 should be at, near, or above standard in problem solving.

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

Common Core standards based learning platforms

### 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)

10500

Source(s)

LCFF Supplemental  
5800 Professional/Consulting Services and  
Operating Expenditures  
Software to support improved student outcomes

### 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

Increase staff professional development targeted toward math

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

LCFF Supplemental  
5800 Professional/Consulting Services and  
Operating Expenditures  
Professional development in standards aligned  
learning and acceleration

### 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

Increase access to technology and literacy materials school wide

#### 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)

1000

Source(s)

LCFF Supplemental  
4000 - 4999 Books and Supplies  
Upgrade school-wide technology

### 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

Target early intervention for at-risk 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)

5950

LCFF Supplemental  
5800 Professional/Consulting Services and Operating Expenditures  
Learning Acceleration, Software, and materials

9000

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  
Personnel costs for learning acceleration and student support meetings

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Licenses for Lexia, iReady, and Accelerated Reader have been purchased. An Instructional Assistant has been hired to support Tier II instructional strategies.

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

There were no major differences in implementation; however, due to the principal's absence, there was limited ability to measure effectiveness during the period of the interim principal.

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.

Due to the new principal coming in late November, the goal is being continued and effectiveness will be measured based on the 2023-24 CA Dashboard results in June.

# 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

Goal 3

## LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

## Goal 3

Parents, family and community members will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.

## Identified Need

Mountain View is lacking in families engaging in the community by responding to surveys, reading the school newsletters, and volunteering around campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Parent Survey	No parent responses to 2023 survey; 71 respondents to 21-22 survey	50% of parents will complete the survey during the next administration
CA Healthy Kids Parent Survey	Question: Parents feel welcome to participate at this school--90% of parents surveyed in 21-22 strongly agreed/agreed.	Increase to 92%

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

Increase early intervention and acceleration in basic skills

### 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)

50

Source(s)

Site Discretionary  
5800 Professional/Consulting Services and Operating Expenditures  
Expand use of existing software

## 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

Increase access to technology and literacy materials

### 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)

3000

Source(s)

LCFF Supplemental  
5800 Professional/Consulting Services and Operating Expenditures  
Intervention software for ELA support

## 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

Increase communication with parent community using Parent Square, school website, and principal newsletter (no cost--district funded)

### 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: 2022-23

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.

Principal has implemented a school newsletter and utilizes Parent Square to communicate with families. The school website is being updated to include more information for families. The school is also working to increase the number of family events to encourage family participation and involvement.

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

There were no major differences in implementation; however, due to the principal's absence, there was limited ability to measure effectiveness during the period of the interim principal.

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.

Due to the new principal coming in late November, the goal is being continued and effectiveness will be measured based on parent survey results.

# 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

Goal 4

## LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

## Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

## Identified Need

Students who are socioeconomically disadvantaged and students who are Hispanic scored in the red (lowest performance) on the CAASPP test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA by student group	Overall, Hispanic students scored 85.9 points below standard on the CAASPP test in ELA.	Hispanic students should score at standard on the CAASPP test in ELA.
CAASPP Math by students group	Overall, Hispanic students scored 96.7 points below standard on the CAASPP test in math.	Hispanic students should score at standard on the CAASPP test in ELA.

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

Implement SEL lessons and life skill strategies

### 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)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies SEL support materials
12000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Assemblies and contract
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Positive Behavior Supports Student Incentives

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Teachers are implementing SEL lessons in the classroom and received PD in community circles, which is an MTSS goal for 23-24. MVES is provided 2 days of counseling support through the district.

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

There were no major differences in implementation; however, due to the principal's absence, there was limited ability to measure effectiveness during the period of the interim principal.

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.

Due to the new principal coming in late November, the goal is being continued and effectiveness will be measured based on the 2023-24 CA Dashboard results in June.

# 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

Goal 5

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

### 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.

# 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	\$51,450.00

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$51,000.00
Site Discretionary	\$450.00

Subtotal of state or local funds included for this school: \$51,450.00

Total of federal, state, and/or local funds for this school: \$51,450.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	23,760	23,310.00
LCFF Supplemental	51,000	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	51,000.00
Site Discretionary	450.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10,450.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	6,000.00
4000 - 4999 Books and Supplies	3,100.00
5800 Professional/Consulting Services and Operating Expenditures	31,600.00
5900 Communications	300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	10,450.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	6,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	3,000.00

5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	31,550.00
4000 - 4999 Books and Supplies	Site Discretionary	100.00
5800 Professional/Consulting Services and Operating Expenditures	Site Discretionary	50.00
5900 Communications	Site Discretionary	300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,850.00
Goal 2	26,550.00
Goal 3	3,050.00
Goal 4	14,000.00

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Stacy Campbell	Principal
Rachel Rosas	Classroom Teacher
Debra Villasenor	Other School Staff
Ginn Earls	Parent or Community Member
Tim Kraus	Parent or Community Member
Ashely Shryack	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**



District/School Liaison Team for schools in Program Improvement

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 February 26, 2024.

Attested:



Principal, Stacy Campbell on 4/8/2024

SSC Chairperson, Tim Kraus on 4/8/2024

# 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](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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/>

Developed by the California Department of Education, January 2019

# Mountain View Elementary

**Mission:** Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

## All Means All

<b>MDUSD Multi-Tiered System of Support</b>			
	<b>Inclusive Academic Instruction</b>	<b>Inclusive Behavior Instruction</b>	<b>Inclusive Social-Emotional Instruction</b>
<b>Tier I</b>	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I	Standards Based Instructional Materials <ul style="list-style-type: none"> <li>Wonders - ELA</li> <li>ENY - Math</li> <li>Carolina Science - Science</li> <li>MyWorld - History Social Studies</li> </ul> Standards Based Assessment and Grading <ul style="list-style-type: none"> <li>iReady Benchmark Assessments</li> <li>RAP/DRA</li> <li>ESGI</li> </ul> Centers/Small Groups/Workshops Differentiation/Scaffolding AVID Practices Multi-Sensory Practice/engagement Culturally Responsive and Inclusive Environment	Positive Behavior Intervention and Support (PBIS) <ul style="list-style-type: none"> <li>School-wide explicit rules and procedures</li> <li>Behavior matrix</li> <li>"High fives" for positive reinforcement</li> <li>Rules and expectations visible on campus</li> </ul> Established leadership team with monthly meetings Classroom Routines/Schedules ParentSquare/Family Communication	Morning/closing/community meetings/circles Class Jobs Brain breaks Calming areas in classrooms Check-ins SEL Survey
<b>Tier II</b>	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
Tier II	CARE Team MTSS Referral Process with pre-referral to intervention Small group intervention Lexia Imagine Learning Adjusted/modified assignments/delivery Scaffolding of instruction	Think Sheets Parent communication and/or meetings Behavior Intervention Plan Daily note to parents Buddy Bench Preferential Seating 1:1 Student / Teacher meeting Calming Corner	Buddy Classes Counseling Social Groups
<b>Tier III</b>	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		

Tier III	1:1 Individual Academic Support Spire curriculum Multi-Sensory Sight Words Multi Modality Reading/Math	Behavior Observation Referral Form Individual counseling Behavior Intervention Plan Student Support Team Meetings	Individual counseling Student Support Team Meetings Growth Mindset
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	<b>Administrative Leadership</b> Strong & engaged site leader & educator support system	<b>Integrated Framework</b> Fully integrated organizational structure & strong and positive school culture	<b>Family &amp; Community Engagement</b> Trusting family and community partnerships	<b>Inclusive Policy Structure &amp; Practice</b> Strong LEA/School relationship & LEA policy framework
<b>AVID Pillars</b>	<b>Leadership</b>	<b>Instruction</b>	<b>Culture</b>	<b>Systems</b>
Tier I	Cycle of inquiry Data-driven decision making Leadership team meetings Instructional Leadership Team Professional Development English Language Learner Support	Universal screenings and assessments MTSS Referral Process Designated English Language Development	Bi-monthly community newsletters via ParentSquare School Site Council English Language Advisory Committee Parent Faculty Club Volunteers PFC led events Assemblies	Aeries MTSS Referral Process PBIS School Plan for Student Achievement School Safety Plan Mountain View Information Center
Tier II	CARE Team Professional Development	Student monitoring on 6-8 week cycles CARE Team meeting Specific instructional interventions	District Advisory Committees PAC Meetings	SPSA Support LCAP Goals
Tier III	CARE Team	Student Support Team Meetings	504 Plan Meetings	

	English Learner Review Team (ELRT)	SART/SARB	IEP Meetings	
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