



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

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

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

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

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

This plan is being used by Mountain Vista Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Mountain Vista Elementary School is located in the city of Indio. During the 2023-2024 school year, a total of 580 students were enrolled, composed of 77.2% Socioeconomically Disadvantaged Students, 25.5% English Language Learners, 1.2% Migrant Students, and 12.2% Students with Disabilities. We provide comprehensive instruction for students in grades TK-6th in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning.

We currently offer a Dual Language Immersion program in Kinder-3rd and will expand to fourth grade in the 24-25 school year. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles. At Mountain Vista, we provide opportunities for our students in AVID, STEAM, KidWind, our before and after school expanded learning program, and on site mental health therapist. We facilitate parent information workshops and trainings throughout the school year and we have a full time parent liaison who works in our Parent Center. At Mountain Vista Elementary School, we commit to academic and social growth for every member of our community.

This School Plan is aligned with the District Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goal, measurable outcomes/strategies, actions and services that are aligned with those of the district, providing supplemental services that support improved performance for high need students, and developing a system for monitoring and evaluating the efficacy of the plan in achieving goals.

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Coachella Valley Unified School District in turn created the Local Control Accountability Plan (LCAP) to address the needs of students served in our district to meet the requirements defined by the ESSA state plan. Mountain Vista Elementary's SPSA is developed by the School Site Council and utilizes the goals for the district LCAP to create yearly targets based on unique needs of the students attending Mountain Vista Elementary School. Our SPSA addresses the areas of need for our students with a specific focus on: Students with Disabilities. Although our SWD subgroup increased in the areas of ELA and Math, they continue to score far below low the standard.

## School Vision:

Mountain Vista Elementary School will be filled with bright futures, a place where students, teachers, staff and community work together in a spirit of cooperation and respect for oneself and others. Everyone's contributions and achievements will be appreciated and celebrated. In our classrooms, students will actively engage in AVID and STEAM learning activities that foster critical thinking, problem solving and cooperative learning. Mountain Vista will be a nurturing, loving, caring environment; filled with smiles, and friendly greetings. All will follow the Bobcat Code of Honor and our PBIS School Expectations.

## School Mission:

As a learning community, Mountain Vista Elementary School is committed to ensuring that all students achieve or succeed state academic standards. We will provide a safe and positive environment conducive to maximizing student potential by collaborating with all educational partners. Respect and responsibility are paramount and mutually shared. Student success will be a team effort between school and home. Mountain Vista Elementary, where the PAWsabilities are endless.

# Educational Partner Involvement

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

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

SPSA was reviewed and analyzed with school site-level advisory groups (English Learner Advisory committee, School Site Council and Site Leadership Team). Input was sought from these advisory groups in the development of the SPSA.

Monthly meetings involving advisory committees, parents and school staff were held to develop the SPSA. SPSA was reviewed and updated as necessary to meet student needs.

Feedback and input from various educational partners impacted the SPSA actions and strategies that were implemented to meet student needs. Below are three examples of actions/strategies that were impacted by feedback from SSC, ELAC, and our Instructional Leadership Team.

### SPSA Action/Strategy 1.1a - Tutoring

SSC advocated for additional tutoring support for our students through before/after school tutoring.

### SPSA Action/Strategy 1.4 Standards based assemblies and field trips

SSC advocated for funds to be used to provide experiences for our students that will keep them excited about coming to school and ready to learn.

### SPSA Action 2.1 - PBIS Window Coverings

SSC requested to complete the window coverings that were started in the 21/22 school year as they contribute greatly to the positive school climate and culture.

## Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

Students with disabilities are not meeting standards in math as evidenced by the analysis of the iReady Diagnostic, CAASPP, and Interim Assessment results; in order to meet the needs of our SWD we will continue to provide relevant professional development to ensure our SpEd teachers and staff are providing best first instruction for our SWD.

### 2023 CAASPP Data

ELA:

All Students: 30.3%

English Learners: 4.41%

Hispanic: 29.78%

Students with disabilities: 9.09%

MATH:

All Students: 16.97%

English Learners: 5.88%

Hispanic: 15.99%

Students with disabilities: 11.36%

Local Data for K-6th Grade (Update I-Ready with a K-2 number and add Spring Data and then a 3-6)

Fall 2023

21% - Met or exceeded grade level standard

41% - Nearly met standard

38% - Standard not met

Winter 2024

38% - Met or exceeded grade level standard

36% - Nearly met standard

26% - Standard not met

## iReady Math Diagnostic

### Fall 2023

6% - Met or exceeded grade level standard

50% - Nearly met standard

43% - Standard not met

### Winter 2024

18% - Met or exceeded grade level standard

52% - Nearly met standard

30% - Standard not met

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student groups. These student groups are in need of additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

There were no Red Indicators on the 2023 CA School Dashboard. The following Indicators were Orange: Suspension, English Learner Progress Indicator (ELPI), and English Language Arts.

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

There were no student groups that were two or more levels below the All Students group on the Dashboard Indicators. All students performed at an "orange" performance level in ELA. SWD performed at an "orange" performance category in Math. All other subgroups performed at "yellow" in Math.

### Other Needs

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

We continually collect Data to measure pupil outcomes. One of our primary sources of locally collected data is our iReady Diagnostic.

#### iReady Diagnostic Reading

K-6

#### Fall 2023

21% - Met or exceeded grade level standard

41% - Nearly met standard

38% - Standard not met

#### Winter 2024

38% - Met or exceeded grade level standard

36% - Nearly met standard

26% - Standard not met

#### Spring 2024

44% - Met or Exceeded grade level standard  
32% - Nearly met standard  
25% - Standard not met

iReady Math Diagnostic  
K-6

Fall 2023  
6% - Met or exceeded grade level standard  
50% - Nearly met standard  
43% - Standard not met

Winter 2024  
18% - Met or exceeded grade level standard  
52% - Nearly met standard  
30% - Standard not met

Spring 2024  
33% -Met or exceeded grade level standard  
42% -Nearly met standard  
25% -Standard not met

iReady Diagnostic Reading  
K-2

Fall 2023  
Kindergarten - 25% Met or exceeded grade level standard, 75% nearly met standard  
1st Grade - 12% Met or exceeded grade level standard, 71% nearly met standard, 17% standard not met  
2nd Grade - 22% Met or exceeded grade level standard, 45% nearly met standard, 33% standard not met

Winter 2024  
Kindergarten - 48% Met or exceeded grade level standard, 53% nearly met standard  
1st Grade - 34% Met or exceeded grade level standard, 62% nearly met standard, 3% standard not met  
2nd Grade - 43% Met or exceeded grade level standard, 32% nearly met standard, 25% standard not met

Spring 2024  
Kindergarten - 60% Met or exceeded grade level standard, 40% nearly met standard  
1st Grade - 56% Met or exceeded grade level standard, 42% nearly met standard, 2% standard not met  
2nd Grade - 48% Met or exceeded grade level standard, 30% nearly met standard, 22% standard not met

iReady Diagnostic Math  
K-2

Fall 2023  
Kindergarten - 7% Met or exceeded grade level, 93% nearly met standard  
1st Grade - 4% Met or exceeded grade level, 76% nearly met standard, 20% standard not met  
2nd Grade - 5% Met or exceeded grade level, 43% nearly met standard, 52% standard not met

Winter 2024  
Kindergarten - 27% Met or exceeded grade level, 74% nearly met standard  
1st Grade - 19% Met or exceeded grade level, 72% nearly met standard, 8% standard not met  
2nd Grade - 21% Met or exceeded grade level, 55% nearly met standard, 25% standard not met

Spring 2024  
Kindergarten - 50% Met or exceeded grade level, 50% standard nearly met  
1st Grade - 40% Met or exceeded grade level, 57% nearly met standard, 3% standard not met  
2nd Grade - 33% Met or exceeded grade level, 50% nearly met standard, 17% standard not met

Successes:

School-wide reading level improvement according to iReady reading comparison from fall to winter administration: 17% increase in students at early grade level or above (green) & reduced by 12% students two or three grade levels below

(red). Similarly in math, as measured by fall and winter comparison of math iReady data: 11% increase in students at early grade level or above (green) and reduced the number of students two or more grade levels below by 13% (red).

Mountain Vista Elementary School will continue to provide data driven first best instruction focused on literacy, intervention and tutoring in order to increase the number of students who are at or above grade level.

Needs:

2023 CAASPP:

ELA:

All Students: 49.2 points below standard met

English Learners: 68.9 points below standard met ( 92 students)

Current English Language Learners:

Reclassified English Learners: 10.81% points below standard met (4 students)

Reclassified English Learners: 62.15% At/Above Standard met ( 23 students)

Socioeconomically Disadvantaged: 58.9 points below standard met (236 students)

Hispanic/Latino: 50.4 points below standard met (309 students)

Students with disabilities: 115.7 points below standard met ( 44 students)

MATH:

All Students: 70.6 points below standard met

English Learners: 84.6 points below standard met ( 92 students)

Current English Language Learners:

Reclassified English Learners: 16.22% points below standard met ( 6 students)

Reclassified English Learners: 21.62% At/Above Standard met (8 students)

Socioeconomically Disadvantaged: 77.3 points below standard met (236 students)

Hispanic/Latino: 71.7 points below standard met (309 students)

Students with Disabilities: 100.7 points below standard met (44 students)

2023 ELPAC- 38.8 % of students are making progress towards English Language (EL) Proficiency (116 students) 23.3% of ELs decreased at least one ELPI Level

37.9% of ELs maintained ELPI Levels 1-3

0.% of ELs maintained ELPI Level 4

38.8% of ELS progressed at least one ELPI level 2022-23

Chronic Absenteeism:

All Students: Percentage: 34.1%% (621 students) Percentage change: -11%

English Learners: Percentage: 26.8% (164 students)

Percentage change: -14.3%

Socio-economically Disadvantaged: Percentage: 35.8% (466 students) Percentage change: -11.6%

Hispanic: Percentage: 34.8% (601 students) Percentage change: -10.7%

Students with Disabilities: Percentage: 42.6% ( 94 students) Percentage change: -17.2%

SBAC overall results for math (48.79%) and ELA (43.33.%) show that our students are scoring standard not met.

Current ELLs are scoring significantly lower than students who have been reclassified. Students with disabilities are also performing significantly lower than the rest of our student population in both areas.

Chronic Absenteeism decreased in the 2022-2023 school year.

Mountain Vista Elementary School believes in supporting the whole child, socio-emotionally, and academically in the 2023-24 School Plan for Student Achievement. We believe that students' entire wellbeing is directly tied to students' academic success and therefore Mountain Vista Elementary School is focused on creating a strong multi-tier system of support in order to improve academic results.

Academically, we are focusing on data driven instruction that uses AVID strategies but is centered on best first instruction. Behaviorally, we have established a behavior system at the Tier 1 level focused on positive reinforcement, intervention and support. Socioemotionally, mental health support and transformational justice practices continue to be in place.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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



**Mountain Vista Elementary will create equitable access to educational opportunities that will lead to academic success**

**CAASPP ELA**

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -49.2 Orange on the 2023 Dashboard by +14.7 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for All Students is to decrease +19.7 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

English Learners will decrease distance from standard met from the baseline of -68.9 Orange on the 2023 Dashboard by + 21.3 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for English Learner is to decrease +26.3 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Long Term English Learners--\*\* Data not available until the 2024 Dashboard.

Homeless Students-- \*\*Data not available due student privacy and having less than 11 students in this subgroup.

Foster Students-- \*\*Data not available due student privacy and having less than 11 students in this subgroup.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -58.9 Orange on the 2023 Dashboard by +18 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease +23 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -115.7 Orange on the 2023 Dashboard by +36.9 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for Students with Disabilities is to decrease +41.9 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

**CAASPP Math**

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -70.6 Yellow on the 2023 Dashboard by +15.2 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for All Students is to decrease +23.5 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

English Learners will decrease distance from standard met from the baseline of -84.6 Yellow on the 2023 Dashboard by +19.9 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for All Students is to decrease +28.2 or more points annually as measured by the CA School Dashboard, to be Blue by 2026. \*\* Data not available until the 2024 Dashboard.

Long Term English Learners--\*\* Data not available until the 2024 Dashboard.

Homeless Students-- \*\*Data not available due student privacy and having less than 11 students in this subgroup.

Foster Students --\*\*Data not available due student privacy and having less than 11 students in this subgroup.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -77.3 Yellow on the 2023 Dashboard by +17.4 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease +25.8 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -100.7 Orange on the 2023 Dashboard by +25.2 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for Students with Disabilities is to decrease +33.6 or more points annually as measured by the CA School Dashboard, to be Blue by 2026.

**ELPAC:**

Student performance on the ELPAC will increase:

from 7.69 % to 12.69% of students scoring at Level 4 - Well Developed

from 31.47 % to 36.47% of students scoring at Level 3 - Moderately Developed

from 42.66 % to 47.66% of students scoring at Level 2 - Somewhat Developed

from 18.18 % to 13.18% of students scoring at Level 1 - Minimally Developed

## CAASPP ELA

### All Students

<b>2023 Baseline: -49.2</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	14.7	-34.5	Yellow
3 Year Growth	44.1	-5.1	Green

### English Learner

<b>2023 Baseline: -68.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	21.3	- 47.6	Yellow
3 Year Growth	63.9	- 5.0	Green

### Long Term English Learners

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

### Homeless Students

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

### Foster Students

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

### Socioeconomically Disadvantaged Students

<b>2023 Baseline: 58.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18	-40.9	Yellow
3 Year Growth	53.9	-5	Green

### Students with Disabilities

<b>2023 Baseline: -115.7</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	36.9	-78.8	Orange
3 Year Growth	110.7	-5.0	Green

## CAASPP Math

### All Students

<b>2023 Baseline: 70.6</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.2	-55.4	Yellow
3 Year Growth	45.6	-25.0	Green

### English Learner

<b>2023 Baseline: -84.6</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	19.9	-64.7	Yellow
3 Year Growth	59.6	-25	Green

#### Long Term English Learners

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

#### Homeless Students

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

#### Foster Students

<b>2023 Baseline: NA</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

#### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -77.3</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	17.4	-59.9	Yellow
3 Year Growth	52.3	-25	Green

#### Students with Disabilities

<b>2023 Baseline: -100.7</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	25.2	-75.5	Yellow
3 Year Growth	75.7	-25	Green

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Create equitable access to educational opportunities that will lead to academic success

**Goal 1a: Increase Student Literacy Skills**

During the 2024-2025 school year, Mountain Vista Elementary School will focus on increasing students' literacy/language arts skills in grades K-6th by 5% in all student groups. Teachers will analyze and monitor assessment data to improve literacy through high impact instruction and assessments and use of Essential Standards, pacing guides, and critical thinking activities. Measurement - Spring iReady Reading scores compared to the fall scores, and CAASPP ELA Scores.

**Goal 1a: Increase Student Literacy Skills**

All Students

English Learners

Students with Disabilities

**Goal 1b: Increase Student Math Skills**

During the 2024-2025 school year, Mountain Vista Elementary School will teach and assess Mathematics in grades K-6th. Teachers will analyze and monitor assessment data to improve instruction and student achievement. Essential standards, pacing guides, and assessments will be refined to ensure appropriate coverage of California State Standards.

Measurement - Spring iReady Math scores compared to the fall scores, and CAASPP Math Scores. Our goal is to increase scores on iReady and CAASPP by 5%.

**Goal 1b: Increase Student Math Skills**

All Students

English Learners

Students Students with Disabilities

**Goal 1c: Increase Student English Language Acquisition:**

All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English

Measurement - Student achievement will increase a minimum of one level growth on the Summative ELPAC.

## Identified Need

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

ELA: All Students will decrease distance from standard met from the baseline of -49.2 Orange on the 2023 Dashboard by +14.7 points annually as measured by the CA School Dashboard

ELL: English Learners will decrease distance from standard met from the baseline of -68.9 Orange on the 2023 Dashboard by + 21.3 points annually as measured by the CA School Dashboard

SED: Students with Disabilities will decrease distance from standard met from the baseline of -115.7 Orange on the 2023 Dashboard by +36.9 points annually as measured by the CA School Dashboard

MATH: All Students will decrease distance from standard met from the baseline of -70.6 Yellow on the 2023 Dashboard by +15.2 points annually as measured by the CA School Dashboard

ELL: English Learners will decrease distance from standard met from the baseline of -84.6 Yellow on the 2023 Dashboard by +19.9 points annually as measured by the CA School Dashboard

SED: Students with Disabilities will decrease distance from standard met from the baseline of -100.7 Orange on the 2023 Dashboard by +25.2 points annually as measured by the CA School Dashboard

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP ELA (Priority 4) CA Dashboard</p> <p>30.3% of students that met or exceeded the standard</p>	<p>CAASPP ELA – 2023 CA School Dashboard: 30.3 % of students that met or exceeded the standard</p> <p>All: 30.3% EL: 4.41% LTEL: *Data not available until the 2024 Dashboard HOM: *Data not available due student privacy and having less than 11 students in this subgroup FY: *Data not available due student privacy and having less than 11 students in this subgroup SED: 25.11% SWD: 9.09%</p>	<p>CAASPP ELA – 2026 CA School Dashboard: 50 % of students that met or exceeded the standard</p> <p>All: 50% EL: 34.41% LTEL: HOM: FY: SED: 40% SWD: 24.09%</p>
<p>CAASPP Math (Priority 4) CA Dashboard</p> <p>16.97% of students that met or exceeded the standard</p>	<p>CAASPP Math – 2023 CA School Dashboard: 16.97 % of students that met or exceeded the standard</p> <p>All: 16.97% EL: 5.88% LTEL: *Data not available until the 2024 Dashboard HOM: *Data not available due student privacy and having less than 11 students in this subgroup FY: *Data not available due student privacy and having less than 11 students in this subgroup SED: 14.64% SWD: 11.36%</p>	<p>CAASPP Math – 2026 CA School Dashboard: 31.97% of students that met or exceeded the standard</p> <p>All: 31.97% EL: 20.88% LTEL: HOM: FY: SED: 29.28% SWD: 22.72%</p>
<p>English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard</p>	<p>ELPI 2023 CA School Dashboard: 38.8% Making Progress</p>	<p>ELPI 2026 CA School Dashboard: 50%</p>
<p>ELPAC (Priority 4)</p>	<p>2023 ELPAC:</p> <p>Level 4 – Well Developed: 7.69%</p> <p>Level 3: Moderately Developed: 31.47%</p> <p>Level 2: Somewhat Developed: 42.66%</p>	<p>2026 ELPAC:</p> <p>Level 4 – Well Developed: 12.69 %</p> <p>Level 3: Moderately Developed: 36.47%</p> <p>Level 2: Somewhat Developed: 47.66%</p>

	Level 1: Beginning to Develop: 18.18%	Level 1: Beginning to Develop: 13.18%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 12.4%	2025-26 Percent of Students Reclassified: 27.4%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data: 12.4%	EL Reclassification Rate – local data: 27.4%
iReady (local Data)	i Ready ELA:  All: 38% EL: 25% LTEL: N/A% HOM: N/A% FY: N/A% SED: 34% SWD: 17%	i Ready ELA:  All: 60% EL: 40% LTEL: N/A% HOM: N/A% FY: N/A% SED: 50% SWD: 30%
iReady (local Data) Math	i Ready Math:  All: 18% EL: 12% LTEL: N/A% HOM: N/A% FY: N/A% SED: 16% SWD: 18%	i Ready Math:  All: 40% EL: 30% LTEL: N/A% HOM: N/A% FY: N/A% SED: 32% SWD: 34%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6):  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 90.7%	SEL - School Climate Survey (Spring 2027)  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 87.9%	SEL - School Climate Survey (Spring 2027)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

	(grades 4-6)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.  Strongly Agree/Agree: 84%	I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 80.3%	SEL - School Climate Survey (Spring 2027)  My teachers talk to me about my academic progress. Strongly Agree/Agree: 100%

## Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Tutoring	Afterschool Tutoring (Reading) provided by certificated teachers; 3 sessions per year (10 hours each session)	Students going through SST, EL, SED, Students with Disabilities, and teacher recommended students	BPST Pre/Post for each session	3,000 Title I 3010 1000-1999: Certificated Personnel Salaries 1.1a
1.2	AVID Supplies	Supplemental AVID Student Supplies (Agendas, Binders, Dividers...)	All students in grades TK-6, including dual language students, SED EL students, and Students with Disabilities	Data will be collected through Admin classroom visits and through the AVID Data Collection Tool (3 times per year by the teacher)	2,500 Title I 3010 4000-4999: Books And Supplies 1.2a
1.3	Supplemental Supplies	Supplemental supplies/materials for STEAM implementation, VAPA, math, and literacy.	All students in grades TK-6, including dual language students, SED EL students, and Students	Data on use of purchased materials will be collected during Admin weekly walkthroughs	1,681 Title I 3010 4000-4999: Books And Supplies 1.3a 8,950

			with Disabilities		LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.3b
1.4	Assemblies/Field Trips	Standards Based Assemblies/Field Trips	All students in grades TK-6, including dual language students, SED EL students, and Students with Disabilities	Attendance data will be collected and monitored	7000 LCFF Supplemental/Concentration 0701 1.4b
1.5	Technology	Technology (desktop computers)	All students in grades TK-6, including dual language students, SED EL students, and Students with Disabilities	Data on use of technology in classroom will be collected through Admin weekly walkthroughs	3500 LCFF Supplemental/Concentration 0701 1.5b
1.6	STEAM Services Extra	Extra Services (STEAM) for STEAM lab support (outside of the work day)	All students in grades TK-6, including dual language students, EL students, SED, and Students with Disabilities attend the STEAM Lab weekly.	Data will be collected from Teachers and students on a participation survey or climate survey	4000 LCFF Supplemental/Concentration 0701 1.6b
1.7	Data Chats	Extra Service Hours for Safety Supervisors to cover student supervision during Data Chats	All students in grades TK-6, including dual language students, SED EL students, and Students with Disabilities	Data will be collected monthly from each data chat to monitor student growth	2000 LCFF Supplemental/Concentration 0701 1.7b

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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



During the 23-24 school year, tutoring was offered in Reading and Math afterschool, twice a week from October to May for students in grades 1-6. Over 75 students participated regularly. Students were encouraged to use IXL for Math and Science during the school year. Goals were set for skills proficient and mastered each month. Students were rewarded for their progress. Students were given PBIS points for each point they grew in iReady Math and ELA.

2.1a- Yes, Afterschool Tutoring in Reading for grades 1-3 was successful. Students BPST scores improved from beginning to end of each session. Students also benefited from 1:1 support from our Read with Me Volunteers.

2.2a/b- Yes, Standard Based Assemblies/Field Trips were effective. Student attendance was higher on days when events were scheduled.

2.3a/b- Yes, Professional Development/Teacher Trainings were effective. Teachers that attended trainings shared gained information with colleagues.

2.4a/b- Yes, Family Nights were effective. We met our goal of having 30+ families attend each opportunity that was provided (Science, Math, Literacy and STEAM).

2.5a/b- Yes, Supplemental Supplies/Materials were purchased for students (AVID Agendas, Binders..) and teachers (UCI Math Supplies, Pathway Supplies...) to utilize in the classrooms.

2.6b- Yes, Extra Services (STEAM, TL/PBIS, AVID) were used in the area of STEAM for leads to prepare lessons and gather supplies for our STEAM Labs.

2.7b- Yes, Technology (Projectors) were purchased to replace outdated and non-functional projectors in the classrooms.

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

2.1a- Afterschool Tutoring Read with Me Program compensated one of our teachers for providing tutoring in Reading afterschool from October to March.

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

We will continue to offer afterschool tutoring in Reading and Math for the upcoming school year. Math tutoring was funded by the district and Reading will be funded by the site.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Mountain Vista Elementary will provide equitable access to health and wellness to ensure social emotional and academic success for all students including, EL, SED, and SWDs**

Mountain Vista Elementary will provide equitable access to health and wellness to ensure social emotional and academic success including ELs, SEDs, and SWDs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

Create an educational environment that engages parents in the success of their children's academic achievement. We at Mountain Vista will work collaboratively with parents, teachers, students, support staff and community members to provide a safe, nurturing learning environment to better meet the needs of all learners. All students will be held accountable to meet their set scholastic goal.

The Transformational Justice Model will be implemented during the 2024-2025 school year to ensure a positive and supportive learning environment for all students.

Mountain Vista Elementary School will focus on fostering a positive school climate and environment, where students feel welcome as part of the school community. Our goal is to improve our chronic absenteeism rate for the 2024-2025 school year by 5%.

- 1a Attendance Rate
- 1b Chronic Absenteeism Rate
- 1c Suspension Rate
- 1d Expulsion Rate
- 1e Dropout Rate

### Identified Need

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

The area of need identified by our school site that we would like to improve upon is overall school attendance and chronic absenteeism.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	<p>Chronic Absenteeism 2023 CA School Dashboard</p> <p>All: 34.1% EL: 26.8 % LTEL: * Data not available HOM: *Data not available due student privacy and having less than 11 students in this subgroup FY: *Data not available due student privacy and having less than 11 students in this subgroup SED: 35.8% SWD: 42.6%</p> <p>2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 30.50%</p>	<p>Chronic Absenteeism 2026 CA School Dashboard</p> <p>All: 24.1% EL: 16.8% LTEL: % HOM: % FY: % SED: 25.8% SWD: 32.6%</p> <p>2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 20.50%</p>
Suspension Rate (Priority 6)	<p>2023 Suspension Rate CA School Dashboard</p> <p>All: 1.1% EL: .06% LTEL: % HOM: *Data not available due student privacy and having less than 11 students in this subgroup FY: *Data not available due student privacy and having less than 11 students in this subgroup SED: 1.5% SWD: 1.1%</p>	<p>2026 Suspension Rate CA School Dashboard</p> <p>All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%</p>
Expulsion Rate (Priority 6)	<p>2023 Expulsion Rate: No Data Available DataQuest</p> <p>All: 0 % EL: 0% LTEL: 0% HOM: 0 % FY: 0 % SED: 0 % SWD: 0 %</p>	<p>2026 Expulsion Rate: DataQuest</p> <p>All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0 %</p>
Attendance Rate (local measure) (Priority 5)	<p>2023-24 Attendance Rate</p> <p>August 24, 2023 – March 1, 2024</p> <p>A. Regular Program School Attendance rate: 92.61%</p>	<p>2026-27 Attendance Rate</p> <p>2026-27 Attendance Rate August, 2026 – March 1, 2027</p> <p>A. Regular Program School Attendance rate: 96%</p>

	B. Special Education Program School Attendance rate: 88.10% C. Overall Average Attendance Rate: 90.35%	B. Special Education Program School Attendance rate: 92% C. Overall Average Attendance Rate: 95%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 83%	SEL - School Climate Survey (Spring 2027)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 100%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel I am valued at school.  Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027)  I feel I am valued at school.  Strongly Agree/Agree: 100%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel safe at school.  Strongly Agree/Agree: 71%	SEL - School Climate Survey (Spring 2027)  I feel safe at school.  Strongly Agree/Agree: 100%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I have access to a safe place at school.  Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2027)  I have access to a safe place at school.  Strongly Agree/Agree: 100%

## Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	PBIS	PBIS Window Coverings to improve school climate, build community, and improve attendance.	All students in grades PK-6, including dual language students, EL students, and Students with Disabilities	Student climate survey	7000 LCFF Supplemental/Co ncentration 0701  2.1b

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Monthly student recognition at Student of the Month. (Academics, PBIS and AVID)

We also continued to provide various family events for students and parents (Science Night, Math Night, STEAM Night).

We implemented PBIS Rewards and opened a PBIS Store for students to use points. 100% of our classroom teachers use the App. Daily SEL lessons are provided to all students in grades TK-6.

1.2b - Yes, we met our goal for the PBIS incentives as evidenced by the amount of PBIS points that have been both awarded and redeemed. The PBIS system has worked well at our school as we have seen a decrease in referrals to the office. Additionally, students are motivated to follow the PBIS school rules as evidenced by their desire to earn PBIS points and show their positive choices.

1.2a - yes - We see an increase in our attendance rate on days where we have motivational assemblies.

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

Funds for Parent Engagement were allotted to compensation our Parent Liaison for Extra Service hours during Family Nights and events. All funds were used as allotted.

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.

No changes will be made to this goal for the 24/25 school year

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Mountain Vista Elementary will strengthen parent and community partnerships through effective communication for student success.**

Mountain Vista Elementary will strengthen parent and community partnerships through effective communication for student success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Strengthen parent and community partnerships through effective communication for student success.

### Identified Need

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

The need to increase our parent participation continues to be a goal. Our goal is to have 30 families or more attend each event.

Although various opportunities were provided for parent engagement, attendance varied from each event. Science Night and Math Night had the highest attendance.

Mountain Vista Elementary School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through survey feedback.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night 50% attendance at our Back to School Night for the 2023/2024 school year.	2026-27 Attendance at Back to School Night 80% attendance for Back to School Night is our goal
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops Did not hold Parent Liaison Workshops this year, held Family Nights instead.	2026-27 Attendance at Parent Liaison Workshops We would like to provide 3 Parent Liaison Workshops per year, 1 per trimester.
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 20 parents at the first Coffee with the Principal and 10 parents at the second and beyond.	2026-27 Attendance at Coffee with the Principal 20 or more parents consistently attending all Coffee with the Principal
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings. A minimum of 5 per year.	2026-27 Attendance at ELAC Meetings. A minimum of 5 per year.

	100%	100%
<p>LCAP Family Survey</p> <p>My student's teachers communicate their academic progress to their students and their families regularly.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>My student's teachers communicate their academic progress to their students and their families regularly.</p> <p>Strongly Agree/Agree: 98%</p>	<p>Spring 2027 LCAP Family Survey</p> <p>My student's teachers communicate their academic progress to their students and their families regularly.</p> <p>Strongly Agree/Agree: 100%</p>
<p>LCAP Family Survey</p> <p>My culture, opinions, and input are valued at my student's school.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>My culture, opinions, and input are valued at my student's school.</p> <p>Strongly Agree/Agree: 98 %</p>	<p>Spring 2027 LCAP Family Survey</p> <p>My culture, opinions, and input are valued at my student's school.</p> <p>Strongly Agree/Agree: 100%</p>
<p>LCAP Family Survey</p> <p>I consistently receive information and updates from the school/district.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>I consistently receive information and updates from the school/district.</p> <p>Strongly Agree/Agree: 99%</p>	<p>Spring 2027 LCAP Family Survey</p> <p>I consistently receive information and updates from the school/district.</p> <p>Strongly Agree/Agree: 100%</p>
<p>LCAP Family Survey</p> <p>The school/district provides opportunities for parent involvement and to provide input for decision-making.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>The school/district provides opportunities for parent involvement and to provide input for decision-making.</p> <p>Strongly Agree/Agree: 97%</p>	<p>Spring 2027 LCAP Family Survey</p> <p>The school/district provides opportunities for parent involvement and to provide input for decision-making.</p> <p>Strongly Agree/Agree: 100%</p>
<p>LCAP Family Survey</p> <p>As a parent/guardian, I feel welcomed visiting my student's school.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>As a parent/guardian, I feel welcomed visiting my student's school.</p> <p>Strongly Agree/Agree: 100%</p>	<p>Spring 2027 LCAP Family Survey</p> <p>As a parent/guardian, I feel welcomed visiting my student's school.</p> <p>Strongly Agree/Agree: 100%</p>
<p>LCAP Family Survey</p> <p>I understand my legal rights and can advocate for my student and all students.</p>	<p>Spring 2024 LCAP Family Survey</p> <p>I understand my legal rights and can advocate for my student and all students.</p> <p>Strongly Agree/Agree: 97%</p>	<p>Spring 2027 LCAP Family Survey</p> <p>I understand my legal rights and can advocate for my student and all students.</p> <p>Strongly Agree/Agree: 100%</p>

## Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Parent Engagment	Parent Engagement	Students of parents who attend workshops/trainings provided by various organizations, i.e. RCOE, CAFE, etc. EL SWD SED	Climate surveys, Attendance, Participation Surveys	2732 Title I 3010 3.1a
3.2	Extra Service Hours	Extra Service Hours for Parent Liaison to participate in Family Nights and afterschool events	All students in grades TK-6, including dual language students, EL students, SWD, and Students with Disabilities	Climate surveys, Attendance, Participation Surveys	200 Title I 3010 3.2a

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the 2023-2024 academic school year, we offered Family Nights Science Night, Math and STEAM. Our goal of 30 families per event was met or exceeded for each event. Students were provided with PBIS points for attending.

Parent Workshops - Our parent liaison encouraged and empowered our parents to become involved with their child's education by scheduling and presenting parenting workshops, including a workshop for kindergarten parents for Raising a Reader.

Coffee with the Principal were held every other month.

3.1: Yes, we met our goal for Parent Engagement. We had families attend various family nights. Fall Carnival, Winter Program, Back to School Night, Parent Conferences and chaperoned on field trips.

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

Funds not used by parents to attend workshops or trainings were reallocated towards extra service hours for our Parent Liaison, supplemental programs, intervention, materials and supplies for students.



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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

**Mountain Vista Elementary will provide professional learning to build the capacity of all staff to enhance learning.**

Mountain Vista Elementary will provide professional learning to build the capacity of all staff to enhance learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

### Identified Need

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

Comprehension Needs Assessment revealed that staff would like to continue to be provided with Professional Development in the areas of ELA with a focus in writing and reading comprehension. Staff will continue to work on Math strategies that are effective for students struggling with conceptual learning.

LCAP Results:

38% (14) Academic standards and instructional materials

38% (14) Technology

54% (20) Supporting the learning needs and challenges of students

51% (19) Managing student behaviors

32% (12) Teaching strategies

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Exit survey after professional development to determine the likelihood of teachers implementing the learned strategies.	No survey currently in place.	By 2027, the likelihood of teachers using learned strategies will be 80%.
Attendance at professional development opportunities offered during the work day	Currently, 95% of teachers regularly attend our Wednesday PDs.	By 2027, we want to maintain our 95% attendance rate for Wednesday PDs.

### Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures

4.1	Professional Development	Professional Development/Trainings Fees/Registration (Math, AVID, STEAM)	All students in grades TK-6, including dual language students, EL students, and Students with Disabilities	Use of strategies learned at conferences/trainings in classroom. Data will be collected through weekly walkthroughs through changes in teacher practice and student engagement.	6000 LCFF Supplemental/Concentration 0701 4.1b 7500 Title I 3010 4.1a
4.2	Sub Coverage	Sub coverage for teachers and staff to attend Professional Development/Trainings	All students in grades TK-6, including dual language students, EL students, and Students with Disabilities	Use of strategies learned at conferences/trainings in classroom. Data will be collected through weekly walkthroughs through changes in teacher practice and student engagement.	4000 LCFF Supplemental/Concentration 0701 4.2b

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

N/A - this is a new goal for the 2024-25 SPSA

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

N/A - this is a new goal for the 2024-25 SPSA

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.

N/A - this is a new goal for the 2024-25 SPSA

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,063.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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/Concentration 0701	\$42,450.00
Title I 3010	\$17,613.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$60,063.00

Total of federal, state, and/or local funds for this school: \$60,063.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	42,450.00
Title I 3010	17,613.00

## Expenditures by Budget Reference

Budget Reference	Amount
	26,432.00
1000-1999: Certificated Personnel Salaries	3,000.00
4000-4999: Books And Supplies	13,131.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental/Concentration 0701	33,500.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	8,950.00
	Title I 3010	10,432.00
1000-1999: Certificated Personnel Salaries	Title I 3010	3,000.00
4000-4999: Books And Supplies	Title I 3010	4,181.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	32,631.00
Goal 2	7,000.00
Goal 3	2,932.00
Goal 4	17,500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Valerie Perez	Principal
Sanita McAllister	Other School Staff
Tatianna Hernandez	Parent or Community Member
Karina Rodriguez	Parent or Community Member
Anna Rivas	Parent or Community Member
John McAllister	Parent or Community Member
Carlos Castaneda	Parent or Community Member
Chriselda Villareal	Classroom Teacher
Lauren Budd	Classroom Teacher
Maria Ramirez	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/24.

Attested:



Principal, Valerie R. Perez on 4/29/24



SSC Chairperson, Karina Rodriguez on 4/29/24