



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mar Vista Senior High School	37684113733953	May 18, 2026	June 8, 2026

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

Schoolwide Program

The purpose of this school plan is to meet the needs of Mar Vista High school community as identified in our needs

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

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School Vision and Mission

Mar Vista Senior High School's Vision and Mission Statements

Mission Statement

Mar Vista High School: We're here for each other. A coastal community that honors equity, integrity, and hard work, where we learn to love and love to learn.

Vision Statement

At Mar Vista High School, we empower students with critical thinking skills, a global perspective, and core values—including honesty, perseverance, and compassion—so they are prepared to contribute to a rapidly changing world.

School Profile

School and Community Description

At Mar Vista High School, in accordance with the mission, students will be able to face an array of post-graduation choices through systems of learning distinguished by:

- Communication and collaboration
- Meaningful engagement in standards-based curriculum and instruction
- A comprehensive, embedded network of student support
- A safe and secure environment for all students
- Development of critical thinking and academic literacy
- Access to current technology and training in its effective use
- A focus on individualized goal setting and reflective planning
- Increasing global and environmental stewardship
- Community and familial partnerships

Mar Vista is located in Imperial Beach, California—known as the “most southwesterly city in the Continental United States.” Spanning just over four square miles, Imperial Beach is bordered by the Tijuana Estuary National Wildlife Refuge to the south and the Pacific Ocean to the west. To the north lie the San Diego Bay and the Silver Strand leading to Coronado, while a small section of South San Diego sits to the east, just before reaching Interstate 5. Mar Vista High School serves a student population drawn from both Imperial Beach and South San Diego.

In 2025-26, Imperial Beach had a population of 25,900 people. 53% of the population identify as Hispanic/Latino, 32.6% are White, 25.2% are two or more races, 4.6% are Asian, 3.8% is Black, and 3.99% two or more races. The median household income in Imperial Beach is \$86,111. The demographics of the Mar Vista High School student body reflect the current ethnic groups in Imperial Beach. The total student population is 1,153. Currently, 81.9% of the students identify as Hispanic/Latino, 6.2% as White, 5.7% Asian, 2.6% as Black/African American, 2.7% two or more races, 0.2% American Indian, and 0.2% Pacific Islander. Currently, 78.8% of Mar Vista's 1,153 students qualify for free- and reduced-price lunch. 24.2% of Mar Vista students are designated as English Learners. Approximately 16.5% of Mar Vista students are identified as students with disabilities, and the school offers appropriate services for students with mild to moderate/severe needs, and 2.6 are identified as Homeless or Foster Youth.

Built in 1950, Mar Vista High School has an administration building, 62 classrooms (of which 13 are relocatables) a multipurpose room, library, 2 gymnasiums, 2 computer labs, and a state-of-art swimming pool. Proposition BB, which passed on the November, 2000 ballot, provided funding for extensive renovations of the campus. Proposition O, which passed in November 2006, provided funding for the total renovation of the administration building and student cafeteria, as well as construction of a student commons. The ASB offices are located in the new student commons facility. Construction funded by Proposition O is ongoing. The new football stadium, beach volleyball courts, running track, and pickleball courts along with a concession stand and restrooms opened in April of 2026.

The staff at Mar Vista High School includes 64 certificated and 40 classified personnel. The school is in compliance with the NCLB requirement that all teachers be highly qualified. The teaching staff currently has 13 years of experience, on average, and there are only a few first or second year teachers.

The administrative team is comprised of the principal, 4 full time assistant principals, and the school psychologist. This team shares responsibilities for discipline and oversight of facilities, curriculum, instruction, assessment, and professional development. The school psychologist supervises the Special Education Department, managing the revision of IEP's and the annual monitoring of students in the program. The school has 3 full time counselors. They handle an average load of 360 students and are the bridge between students, school, and home.

Mar Vista High school engages families of students through a variety of means, such as the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) on which 3 parents participate. Mar Vista parent representatives also serve on district-level committees including the District Parent Advisory Committee (DPAC) and District English Learners Advisory Committee (DELAC). Parent involvement is encouraged through legally mandated forums such as the English Learners Advisory Committee (ELAC) and the School Site Council (SSC). These groups play a vital role in fostering communication and collaboration between the school and families. Parents, students, and the broader community are regularly informed about student achievement data through various channels, including the School Accountability Report Card, Back-to-School Night, and presentations at parent group meetings. Communication is also facilitated through digital platforms such as Infinite Campus and Jupiter Grades. Jupiter Grades not only gives parents access to real-time grade and academic information but also allows teachers to send messages directly to families, enhancing two-way communication.

PROGRAMS AT MAR VISTA HIGH

NJROTC :A Tradition of Excellence, Leadership, and Service

Mar Vista High School's NJROTC program stands proudly among the top units in Southern California, consistently recognized for excellence out of more than 600 NJROTC units across the country. Our cadets actively compete in numerous field meets throughout Southern California, representing our school with pride and discipline. We offer robust after-school programs, including: Armed & Unarmed Drill Teams, Color Guard, Academic & CyberPatriot Teams, Drone Operations, Physical Training Teams. Mar Vista High School NJROTC unit has been named a United States Navy Distinguished Unit for many years. The unit has been continuously chosen as one of the top units among the more than 600 NJROTC units in the country. Every year they compete in several NJROTC field meets in the Southern California area. The unit always finishes in the top 5% among approximately 60 units in the region. Daily after school programs include armed and unarmed drill teams, color guard drill, academic, Cyberpatriots and physical training teams. During the past several years the unit has been commended for performing an average of 6000 person-hours of community service per year. NJROTC cadets have volunteered for everything from supporting local sporting events and city-wide cleanups to performing in numerous patriotic ceremonies. Another component of the unit's community service consists of organizing and running on-campus blood drives four times a year. Each year, Mar Vista High School collects more donated blood than any other high school in San Diego County, despite our small/medium size. Our NJROTC program is authorized to offer Physical Education credit. NJROTC students have a 90% success rate on the California State Fitness Gram in contrast to a SUHSD district wide success rate of 75%. Current enrollment in the unit is approximately 120 students, which represents 10% of the student body. For the last several years, the UCSD ROTC unit has hosted our unit for a campus tour. Each year the unit conducts field trips to sites such as the La Brea Tar Pits, the Museum of Natural History, the California Science Center, the Museum of Tolerance, the Queen Mary and USS Iowa ship museums, and various military installations in the region. Our unit hosts an annual Basic Leadership Training camp for five high school NJROTC units which graduates approximately 125 cadets per year. Our unit also hosts an aquatic fitness competition at Naval Base Coronado for 15 schools with approximately 350 cadets participating. Several of our cadets have been nominated to attend service academies while many others have qualified for ROTC scholarships at various institutions. Distinguished unit alumni include members of all U.S. Military Services, Special Forces, and the Department of Homeland Security.

Mar Vista also offers varied academic pathways for students to learn about different careers through rich educational experiences. These include the Poseidon program (Marine Science and Engineering), CTE Sports Medicine, CTE Fire Science, Naval Science, and Computer Science. The Poseidon program offers students an immersive experience in Marine Sciences over the course of their four year high school career. Every year, students who are enrolled in this enriching program take trips to places like Catalina Island. Here they learn about Marine Science by snorkeling, kayaking, doing experiments, and other activities. These students form a family-like bond, having classes with the same peers every year while participating in fun interactive science courses. CTE Sports Medicine introduces students to various careers in the medical field by teaching anatomy and physiology, biomechanics, medical terminology, and ethical and legal responsibilities of health professionals. Sports Medicine focuses on injuries related to athletic activity and how the body responds to those injuries. Students will learn how to recognize and evaluate injuries as well as treat and rehabilitate injured athletes through participating in hands on laboratory practice. Students will also become trained in basic life support, including First Aid and CPR.

Mar Vista High School's aquatics programs have demonstrated consistent success over the years, both in athletic performance and academic achievement. In 2014, the boys' water polo team was promoted to the highly competitive Mesa League after dominating the South Bay League. The team advanced to the Division 2 CIF Finals in both 2014 and 2019, and in 2018 and 2019, they earned the title of Mesa League Co-Champions with a 9-1 league record each year. The girls' water polo team has built a legacy of excellence, winning 10 league championships over the past 13 seasons. The 2015–2016 team captured the Division 2 CIF Championship and was subsequently elevated to Division 1, the top-

tier division in San Diego County. In 2019–2020, the girls won another Division 2 CIF Championship and went on to claim the Division 3 CIF State Regional Championship. The team repeated this remarkable accomplishment in 2020, securing both the CIF Championship and the State/Regional title. The Boys' and Girls' Swim Teams have also been dominant, earning a combined total of more than 15 league titles in the past decade. From 2010 to 2014, they maintained an undefeated streak in league meets. In the 2018–2019 season, the boys' swim team placed 3rd in the Mesa League, while the girls' team finished 4th. Mar Vista's aquatic athletes also excel academically. Many have been recognized with scholar-athlete awards, graduated as California Scholarship Federation (CSF) scholars, and gone on to pursue higher education at colleges and universities

Our students are what make our school outstanding, along with staff members and a leadership team who value the input of all interest holders. Therefore, in order to get input from all interest holders, we surveyed students, parents, and staff with questions regarding Goal 1, Goal 2, and Goal 3. The survey results influenced discussions held during Faculty Advisory Committee (FAC), School Site Council (SSC), and English Language Advisory Committee (ELAC). Once we had our data and notes from discussions, we included our WASC findings to facilitate the creation of our action steps.

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.

The district LCAP plan addresses how the district will meet the federally and State mandated for Every Student Succeeds Act. Data is analyzed in accordance with ESSA guidelines in this school plan. The SPSA has measurable goals that address student achievement and the wellbeing and are aligned with the district LCAP Goals. The goals have been developed based on examination of data and a comprehensive needs assessment process with engagement and feedback from various educational partners groups. The goals in the plan address closing the achievement gap for English Learners, Homeless and Foster Youth, and Students with Disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ON GOING PARENT MEETINGS FOR 2025-26

ELAC

In Fall Semester 2025- MVH held 2 ELAC meetings (September 5, 2025 and November 4, 2025). At the September ELAC meeting 25 parents attended in person and 8 attended virtually. At this meeting participants learned about the responsibilities of the ELAC committee. Parents elected officials for ELAC and did not elect a DELAC representative due to lack of interest. At the November 4 meeting, 5 parents attended in person and 3 attended virtually. Some of the topics covered at this meeting were the importance of attendance, reclassification process, and parents were able to provide feedback for the Parent and Family Engagement Policy. Spring 2026 had 2 ELAC meetings (March 6, 2026 and April 24, 2026). At the March meeting, 9 parents participated and at the April meeting there were 12 parents in person and 2 virtual attendees.

COFFEE WITH THE PRINCIPAL

MVH hosted 4 Coffee With The Principal meetings, 2 meetings in Fall 2025 and 2 meetings in Spring 2026. The first Coffee with the Principal meeting was hosted on September 5, 2025. 25 parents participated in person with 8 parents participating via zoom. The second Coffee with the Principal meeting was on October 30, 2025. At this meeting 5 parents participated in person and 3 parents participated via zoom. For Spring, the first meeting was hosted on February 27, 2026 in which 16 parents participated in person and 2 parents attended virtually. The last Coffee with the Principal was held on April 24, 2026 in which 12 parents participated in person and 2 participated virtually.

SCHOOL SITE COUNCIL

MVH held 3 School Site Council meetings for Fall 2025. At the first meeting on August 25, 2025, 2 parent representatives attended. On October 20, 2025, 2 parent representatives attended, and November 17, 2025, 2 parent representatives attended.

MVH held 3 School Site Council meetings for Spring 2026. On February 2, 2026, 2 parent representatives attended, March 9, 2026 had 2 parent representatives, and April 13, 2026 also had 2 parent representatives. The final School Site Council meeting is scheduled for May 18, 2026.

FALL SEMESTER 2025

BACK TO SCHOOL NIGHT

On August 13, 2025 MVH hosted Back to School Night to support parent engagement with teachers and staff. Within this event, MVHS held the annual Title 1 Parent Notification Meeting which was held in the library and 42 parents attended. Parent attendance increased by 10 from 2024. Participants had the opportunity to receive information regarding Title 1 responsibilities of MVH. The Parent and Family Engagement Policy and the Parent/Student Compact was presented to parents and students. Parents also received information regarding attendance. Participants also engaged in Q&A with the Title 1 Targeted Resource Teacher.

AVID PARENT MEETINGS

AVID Parent Night on September 3, 2025 had 20 parents attendees.

AVID: College Applications and Point Loma Nazarene Informational Field Trip Meeting was on December 3, 2025 and 8 parents attended in person.

OTHER PARENT WORKSHOPS/MEETINGS

For the FERIA conference on October 18, 2025- MVH had 0 parents who participated.

For the CAFE conference on November 25, 2025- MVH had 0 parents attendees.

Parent Night Freshmen and Sophomore took place on September 18, 2025, 18 parents attended in person and 15 attended virtually.

Parent Night: Community Outreach & Aware SafetyNet Program on December 4, 2025 had 4 attendees in person

Parent Night: Community Outreach & Aware SafetyNet Program on December 11, 2025 had 1 attendee via zoom.

WISH WELL WORKSHOPS

Family Circles Session #1 on October 19, 2025 had 9 families attend in person.

Family Circles Session #2 on October 14, 2025 had 4 families attend in person.

Family Circles Session #3 on October 21, 2025 had 8 families attend in person.

Family Circles Session #4 on October 28, 2025 had 8 families attend in person.

PIQUE BRIDGE TO COLLEGE

Session #1 on October 16, 2025 had 40 parents attend virtually.

Session #2 on October 23, 2025 had 28 parents attend virtually.

Session #3 on October 30, 2025 had 40 parents attend virtually.

Session #4 on November 6, 2025 had 20 parents attend virtually.

SPRING SEMESTER 2026

WISHWELL

Parent Empowerment Workshop on January 13, 2026 had 1 parent attend in person.

Parent Empowerment Workshop on January 20, 2026 had 1 parent attend in person.

Family Circles on February 12, 2026 had 0 families attend.

Family Circles on February 19, 2026 had 0 families attend.

COUNSELOR MEETINGS/WORKSHOPS

FAFSA Workshop on February 25, 2026 had 3 families attend in person and 0 virtually.

11th Grade Parent Meeting on April 16, 2026 had 3 parents attend in person and 7 virtually.

OTHER PARENT EVENTS

Future Mariner Parent Night on February 26, 2026 had 43 families attend in person (75 adults including grandparents & other family members)

Family Math Night on March 11, 2026 had 17 parents attend in person.

AVID Paraent Night on April 15, 2026 had 7 parents attend in person.

MARINER TIMES NEWSLETTER

Resource Inequities

Based on gap analysis and goals what inequities have you identified? Describe how you will address these inequities in your site goals/actions.

This section is required for all schools eligible for ATSI, TSI, and CSI only.

Annual Review 2026-2027

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	Staffing 1.2.1 MVH Site Curriculum Specialist Resource Teacher (Core Content) will provide professional development to PLC's to support the implementation of high rigor/relevant lesson plans in all core content areas to include discussions of focused, intentional strategies aimed toward engagement and student-centered instruction as well as focusing efforts toward subgroups such as Short-Term English Learners (STELs), Long-Term English Learners (LTELs), and Special Education students. The curriculum specialist will present training opportunities for all staff virtually during faculty meetings and other dates as deemed appropriate by the administration. WASC Finding 0.2 FTE position.	Staffing 1.2.1 -Site Curriculum Specialist created: The Site Curriculum Specialist supports teacher growth and instructional improvement through ongoing professional development, coaching, and collaboration. Professional learning opportunities are provided to individual teachers, small groups, and the full staff on topics including assessment practices, instructional technology tools, and the integration of Artificial Intelligence applications across content areas. The specialist serves as the liaison between MVH staff and SUHSD content-area TOSAs to support teachers with instructional needs and problem-solving. In collaboration with the ILT and administration, the specialist analyzes academic and schoolwide data including grades, A-G eligibility, and graduation progress to guide instructional decisions and professional development planning. Responsibilities also	Staffing 1.2.1 The Site Curriculum Specialist position continues to be effective in supporting teachers through PD, instructional coaching, collaboration, and data analysis. These supports particularly benefit student groups identified as underperforming in ELA and Math, including ELs, LTELs), SWD, Hispanic and Socioeconomically Disadvantaged students.	Staffing 1.2.1- Staffing position will continue for 2026-27 if funding remains available.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
		include developing faculty meeting agendas and materials aligned to the annual PD plan. Additionally, the specialist organizes and manages peer-to-peer Learning Walks each semester, including protocols, observation tools, documentation, and teacher participation records.		
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.2.5 MVHS will provide AVID Tutors to support students, targeting ELs, LI, FHY, and SpEd, through intentional student pullout focusing on mastery. This will be embedded within the period/school day. MVHS will provide a bus for AVID students to visit local colleges to directly support and foster a college going culture and career readiness by providing an opportunity for students to experience college life, learn about academic programs available, and network with current college students and staff.	1.2.5 MVH has had AVID tutor the current school year. Student excursions to local colleges promote a college going culture and career readiness. Semester 1- Semester 2- Class of 2026-	1.2.5 AVID tutors have continued to be an effective source of academic support for students by providing tutoring sessions, mentoring, and individualized assistance in core subject areas. AVID tutors help guide students toward higher education opportunities by promoting college readiness and study skills.	1.2.5 Staffing position for AVID tutors will continue for 2026-27. Additionally, funding for student excursions to local colleges will continue for the 2026-27 school year.
Goal 1 - Effective Initial Instruction that leads to student engagement and	1.3.4 MVH Administrators, Title 1 Resource Teacher, teachers, and counselors will	1.3.4 AVID Summer Institute	1.3.4 Increase the number of	1.3.4 Funding will continue for 2026-27 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
mastery through a lens of equity.	have professional development opportunities to guarantee that all MVH students are taught by highly qualified teachers, including professional development that will assist teachers to incorporate technology into their lesson plans. Training for AP By the Sea will support the LTEL students in the AP Program. Also, teachers attending AP By the Sea will share strategies learned with non-AP core content teachers with the goal of improving the quality of instruction in all core classes.	AP By The Sea Carpe	teachers participating in Professional Development opportunities.	
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.3.5 Mar Vista High School will continue the Professional Learning Community (PLC) work by providing opportunities for staff members to do learning walks to model lesson design in action by MVH teachers.	1.3.5 Fall Semester- MVH Learning Walks: Fall Semester 1: 65 observation forms (from 43 people) submitted. Spring Semester 2: Learning walks were suspended for second semester due to lack of funding.	1.3.5 Area of growth will be to Increase the number of teacher participants in learning walks.	1.3.5 Learning walks will continue for 2026-27 if funding remains available
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.3.7 MVH students not meeting the required level of standards mastery in core content courses will participate in an intervention program	1.3.7 -- There were 2 sessions of credit recovery offered in the 2025-26 school year, one in	1.3.7 Credits recovered during credit recovery session have been declining due to lack of student	1.3.7 Funding will continue for 2026-27 to continue supporting students regain credits.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	(Credit Recovery) in order to improve grades in A-G courses and /or recover credits necessary for graduation. Extra duty for tutoring and planning also included.	the Fall and the other in the Spring. Fall Science- 5 credits were earned. Social Science- 8 credits were earned. Math- 13 credits were earned. Spring Chemistry – 6 credits earned. Biology – 11credits earned. Social Science- 10 credits earned. English- 7 credits earned.	participation.	
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.3.8 MVH will continue to develop morning, after school tutoring and intervention programs for English Learners, Special Education, and mainstream students not meeting proficiency on common formative assessments to help them meet the required level of standards mastery in core content courses. LTEL students will be monitored by the intervention team (Title 1 Targeted Resource Teacher, CRF, Attendance Coordinator), students and parents will be	1.3.8 Tutoring opportunities were offered for students in all core subjects. Tutoring sessions took place before and after school during the Fall Semester. An average of 7-20 students participate in the daily tutoring sessions. For Spring semester tutoring was no longer offered in the mornings due to lack of funding. However, tutoring continued to be offered after school, Monday-Thursday in the library, offering tutoring in	1.3.8. Low turnout of students participating in afterschool tutoring. Implement a schoolwide multi level system of support (MTSS) and continue to use restorative practices to support students.	1.3.8 Funding for support systems such as tutoring will continue for 2026-27.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	communicated with, and students will be provided with resources, counseling, and plans to improve their progress.	all core subjects and foreign language.		
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.3.9 MVH will continue to support EL, LI, SPED, and FHY students in AP programming by implementing evidence based activities to meet the academic needs of students. MVH will ensure that students have access to a variety of classroom strategies and manipulatives to build academic rigor and educational advancement while increasing content mastery.	1.3.9 Manipulatives-Brains were purchased for students to study. Students reported enjoying the hands-on experience. Scientific calculators were purchased for the math department to facilitate learning.	1.3.9 All materials purchased helped teachers create hands on activities and students were engaged.	1.3.9 Purchases will continue for 2026-27 as funding allows.
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.3.10 MVHS will provide academic support on Saturdays for students to address learning gaps as well as accelerate achievement in all students, but specifically targeting LI, EL, SPED, and FHY students. Teachers will assist students with academic enrichment and an increase in content mastery. Students participating in Credit recovery programs, AP reviews, and other targeted populations will be included in this intervention.	1.3.10 Saturday Academies were offered to students mostly in the Fall semester. There were a total of 15 Saturday Academies offered in Math, Science, and Art.	1.3.10 Most teachers were unable to provide Saturday Academies for students due to limited availability and scheduling conflicts. As a result, opportunities for additional academic support and intervention outside of the regular school day were limited during the school year. Funding was also limited.	1.3.10 Funding will continue for 2026-27.

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Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	Staffing 1.4.1 Targeted Support Resource Teacher to coordinate interventions and focus on improving academic outcomes for at-risk LTELs. 0.6 FT	Staffing 1.4.1. Targeted Support Resource teacher. Monitors EL's, SWD, H/FY student. Provides support for parents/guardians. Works closely with CRF to provide resources for families in need. Provide individual student support on case by case basis. Member of ILT, IAT, Climate & Culture Committees, and Community School Steering Committee. Organizes ELAC, CwtP, and SSC meetings. Purchases materials, manipulatives, technology, and software for school. Organizes and supports Homework Center/Tutoring, Academic Tardy Clearance, and Saturday Academy. Provides support to teachers on case by case. Supports with various events, Future Parent Mariner Night, counselor and AVID evening events. Monitors yearly surveys, such as Needs Assessment. Works on and sends weekly newsletter (currently on hiatus)	Staffing 1.4.1. The Title I Resource Teacher position continues to be effective in supporting students, families, and staff by providing targeted assistance and resources to meet academic and social-emotional needs. The position supports English Learners (ELs), Students with Disabilities (SWD), homeless and foster youth, and other students in need through intervention services, family outreach, and coordination of support programs.	Staffing 1.4.1 Position will continue into the 2026-27 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
		due to payment issues) Provides basic necessities to students on a daily basis, socks, undergarments, hygiene supplies. Supports with field trips covered by Title 1 Attends monthly State and Federal meetings. Yearly revision of SPSA Attends SDCOE and district meetings and workshops.		
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.4.4 MVH staff will have access to software and online platforms to assist in mitigating learning loss and increase mastery of content. Individual subscriptions are described below: MVH World Geography and World History teachers will use publications "Up Front " magazine to support the reading Standards for literacy in History/Social Sciences grades 9 &10 for EL students. All MVH teachers will have access to EdPuzzle digital platform to integrate digital review strategies and tools to assist with distance learning and support literacy standards for EL students. All MVH teachers will have access to Kami digital platform	1.4.4 Kami -annotation, document markup, and collaborative learning. Delta Math (Math department)- Students have access to personalized assignments, randomized math practice. Allows teachers to mix and match problems, control rigor, vary due dates, and create tests and problems. 10 teacher licenses. Pear Deck- Interactive presentation tool used to increase student engagement, facilitate active learning, and conduct real-time formative assessments with google slides. UpFront (Social Science department)-Helps students	1.4.4 UpFront Magazine subscriptions will only be purchased for Social Science teachers who have confirmed they will actively utilize the resource to support classroom instruction and student learning. Teachers pay Teachers a one time purchase for the 2025-26 year.	1.4.4. Software renewals will be limited to the four programs identified as the most useful and effective in supporting instruction, student learning, and classroom engagement for teachers and students.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	to integrate digital annotations and live peer and teacher review capabilities and support literacy standards for EL students. All MVH Math teachers will have access to Deltamath's digital platform to facilitate online learning and practice and support mathematics standards for EL students. An upgrade to Delta Math Integral will ensure that EL students receive more individualized and differentiate activities. All MVH teachers and support staff will have access to PearDeck to engage students and aching strategies (such as SDAIE, increase structure student interaction throughout digital learning. It will also enable teachers to conduct assessments of learning in real-time to better prepare for and respond to individual student needs for all unduplicated students.	analyze major news, politics, and science while building critical thinking skills, literacy, and social studies skills aligned with national standards. \$4431.32 for 5 teacher and 468 student licenses. Currently, 2 teacher and 206 student licenses are actively being used. Teachers Pay Teachers (one time purchase) Requested by Social Science teachers- \$1,000 purchased. \$480.02 spent - \$519.98 remaining. Funds expire October 27, 2026		
Goal 1 - Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.	1.4.5 MVH will institute a Summer Bridge Program (Link Crew, Step Up to High School) for high potential (EL, LI, FY, SWD) incoming 9th-grade students who have struggled academically in	1.4.5 ??? incoming 9th graders participated in the Summer Bridge Program (Summer 2025) over the span of two days. There were	1.4.5 Freshmen Orientation scheduled for July 15-16, 2026 and will include parent involvement activities.	1.4.5 Program will continue for the 2026-27 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	8th grade.	administrators, counselors, resource teachers and ??? classroom teachers. Topics covered during orientation: 1. Healthy Relationships 2. 3. Intro to Ceramics 4. Getting Organized (with new supplies) Link Crew Students welcomed and accompanied 9th graders as they rotated throughout the sessions. Parents/guardians participated in a parent orientation in the Parent Center. On July ???, 2022- ??? parents attended and on July ???, 2023- ??? parents attended.		
Goal 2 - Create a positive climate and culture through an equity lens.	Staffing 2.1.1 MVHS will provide the 0.2 FTE position of Attendance Coordinator Resource teacher to support at risk students that have poor attendance. The supplemental duties will include: • Monitoring (run data regularly, Distribute attendance reports to key stakeholders) • Individual Student	Staffing 2.1.1 Saturday school messages are sent out to every household of students who are chronically absent or truant. Parents/guardians of students who get to school 30 minutes late or more receive a call notifying them of the tardy. Sets up short term independent study contracts	Staffing 2.1.1 Continue to improve attendance.	Staffing 2.1.1. Position will no longer be funded under Title 1. Position will funded at .04 FTE for 2026-27 under the general fund.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	Support (Attend SST meetings, Communicate with parents of At Risk/EL students) - Intervention (Plan and implement strategies to prevent absenteeism of Risk/EL students, Develop plans with students to improve attendance, Conduct home visits) - Collaboration (Collaborate with TRT1, APs, counselors, and CRF to offer intervention support and maintain frequent communication with attendance clerk.	and monitors student progress and assignments. Saturday School coordinator. Establishes which teachers will be on site, classrooms that will be used, and assigning students to a classroom. Monitors teacher daily attendance and monitors single-period present attendance. Supports other resource teachers in the area of attendance, such as the TRT 1, Restorative Justice teacher, CRF, and administrators.		
Goal 2 - Create a positive climate and culture through an equity lens.	2.2.4 MVH will maintain the Climate and Culture Committee to identify areas of need and plan professional development for teachers as well as school activities that build culture on campus.	2.2.4 The Restorative practices resource teacher is the chair of the Climate and Culture Committee composed of 2 administrators and 6 teachers.	2.2.4 Increase teacher participation in the Climate and Culture Committee.	2.2.4 Funding for the Committee will continue into the 2026-27 school year.
	2.2.6 Mar Vista High School will continue to invest in lowering the chronic absenteeism rate and culture	2.2.6 Parents/guardians receive daily communication regarding attendance. Messages are delivered via	2.2.6 Increase the number of teacher participants by 2 and increase the number of Saturday session attendees by	2.2.6 Funding will continue for 2025-26 if funding remains available.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
	of tardiness by creating an attendance system that incorporates after school tardy clearances run by MVH attendance coordinator in conjunction with administrative team. The plan will include home visits, Saturday academies, teacher outreach for After-School tardy recovery, communication campaign through emails, calls, campus posters.	Jupiter Grades, Infinite Campus, text messages, voice recording messages, and emails. Fall Semester had 13 Saturday school sessions. Each Saturday school averaged 112 students. Thus far, Spring semester, has had 12 Saturday school sessions with an average of 122 students per Saturday. Each Saturday session had a average of 4-6 teachers.	10.	
	Staffing 2.3.1 Restorative Practice Resource Teacher - This position supplements the services to students in regards to LCAP Goal 2 The areas of need that the positions support to address: Student safety, equity, and access. The supplemental duties include: Attend/Provide Restorative Practices PD Support students that are academically disadvantaged with learning skills: listening, team building, and building positive school culture. Learn restorative practices/principles in order to run restorative circles and conferences in order to support positive school culture and climate.	2.3.1 Support students that are academically disadvantaged with learning skills: listening, team building, and building positive school culture. Facilitates Climate and Culture Committee to establish a positive school culture and climate. Leads the IAT (Intervention Assessment Team) Leads Teen Court	2.3.1 The Restorative Justice Teacher position has been effective in improving the overall climate and culture of the school by building positive relationships, promoting accountability, and assisting students in developing positive behavioral and social-emotional skills.	2.3.1 Position will continue for the 2026-27 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
Goal 3 - Foster and honor parent/guardian and community engagement to support excellence in each student's success. Improve communication via district and site websites.	3.1.4 Provide parents with a parent center where they can come and feel welcome by providing coffee, water, and healthy snacks. Additionally, MVH parent center would like to provide parents access to computers to use and trainings.	3.1.4 Parent Center open from 7:30 am to 4:00 pm. There are 5 desktops available for parents to use. Healthy snacks, coffee, and water provided for parents. 4 ELAC meetings were held throughout the school year with a total of 40 parents who participated either in person or virtual. 72 parents were assisted in person in the Parent Center. 230 parent calls have placed to the Parent Center. 117 messages have been sent to parents/guardians via Jupiter Grades and Infinite Campus. 49 parents/guardians participated in 4 PIQUE workshops. In the Gap Analysis survey (Needs Assessment) a total of 73% of parents/guardians responded they feel welcomed in the Parent Center.	3.1.4 Increase number of parents participating in ELAC and keeping a consisted group of ELAC members. Increase number of parents/guardians who respond to Gap Analysis.	3.1.4 Parent Center will continue to offer support for MVH families in the 2025-26 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
Goal 3 - Foster and honor parent/guardian and community engagement to support excellence in each student's success. Improve communication via district and site websites.	Staffing 3.2.1 Maintain current Community Relations Facilitator to support parent engagement, especially those parents of EL, SWD, FY/H, and LI students. The CRF will provide parent support and educational opportunities virtually, by phone, and via email throughout distance learning. CRF will assist admin in tracking students who didn't connect to their classes, conduct one-on-one parent computer training to assist parents in communicating via TEAMS/Zoom, operate district/site hotline for the community, work with food distribution, and facilitate family needs (homelessness, loss of jobs, social/emotional support, etc.), facilitate and assist with parent feedback during Distance Learning to provide data that shapes district planning. 0.5 FTE	3.2.1 CRF supports parent engagement by providing a variety of resources, including school and district information. Helps parents access Jupiter Grades and Infinite Campus. Works in liaison with McAllister, PIQE, Wish Well, Casa Familiar, to bring educational workshops to parents. Communicates with parents regarding Title 1 Parent Meeting, ELAC, Coffee with the Principal and Reclassification ceremonies. Distributes information for resources in the community such as food distribution centers, adult education opportunities, and health clinics. Invites presenters to parent meetings from San Ysidro Health Centers, McAlister, TUPE, and SD Community Health. CRF supports in other events such as Future Parent Mariner Night and Summer Bridge orientation for parents.	3.2.1 Increase parent participation in workshops, committees, and maintain a consistent parent group for ELAC.	3.2.1 Continue to support families through CRF with a 0.5FTE for the 2026-27 school year.
Goal 3 - Foster and honor	3.2.6 MVHS will provide	3.2.6	3.2.6	3.2.6

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
parent/guardian and community engagement to support excellence in each student's success. Improve communication via district and site websites.	parents with the opportunity to attend the local Mini-Cabe, Feria, and the Latino Education Summit, virtually, which will help parents learn common core strategies for home and also ELD standards to support their students. These conferences will be held virtually until further notice. MVH will assist parents with technology in our MVH Parent Center so that they become familiar with online registration, online lunch applications, Jupiter Grades, etc. . MVH will provide a parent education program open to all parents hosted in person in the parent center. Courses will include ESL, Computer basics, Parenting, and Art. Classes will be offered by SUHSD certificated staff as well as through a partnership with San Ysidro Health Center.	MVH did not have any parents who participated either in Mini Cabe or Feria conferences.	MVH will continue to encourage parents to participated in workshops and conferences. MVH will send 5 parents to Mini Cabe and 5 parents to Feria in the 2026-27 school year.	Funding for parent conferences will continue in the 2026-27 school year.
Goal 3 - Foster and honor parent/guardian and community engagement to support excellence in each student's success. Improve communication via district and site websites.	3.2.7 MVHS counselors will host grade level parent meetings explaining A-G, graduation requirements, college applications, and financial aid assistance.	3.2.7 Counselors hosted: Spring: 2 FAFSA Parent Workshops with a total of 215 participants. Informative Parent Meeting for Incoming Juniors had 50 parents participate in person and 37 via zoom.	3.2.7 Increase number of parents participating in person and virtually.	3.2.7 Counselors will continue to host evening meetings for parents in the 2026-27 school year.

Goal #	Actions/Strategies (activities)	What is working and Why? (Effective Indicators) <i>Specific evidence/data success/effectiveness in implementing this activity/strategy:</i>	What is not working and Why? (Ineffective Indicators) <i>Specific evidence/data showing that this strategy/activity is not working;</i>	Modifications based on Evaluation of Results & Next steps <i>Continue or discontinue and Why?</i>
Goal 3 - Foster and honor parent/guardian and community engagement to support excellence in each student's success. Improve communication via district and site websites.	3.3.4 MVH will explore alternative times, locations, and virtual meeting options to increase parent engagement. MVH will maintain weekly newsletters for parents and community and continue to advertise programs, services and recognition via school website, and phone calls to ensure parents continue to be informed.	3.3.4 To date (Spring 2025) 28 newsletters have been sent out with a total of 6,971 views.	3.3.4 Not everyone is aware that there is a weekly newsletter. Parents don't have an updated email address and do not receive the newsletter.	3.3.4 Smore license will be renewed for 2025-26 school year as a tool to support and improve communication with parents/guardians, staff, students, and community.

School and Student Performance Data

Student Group Report

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

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

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

Student Group Report for 2025

[Pivot Data by Student Groups](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Orange	N/A	Orange	Orange	Yellow	Red	Orange	Green
English Learners	Orange	N/A	Orange	Orange	Red	Red	Orange	Yellow
Long-Term English Learners	Red	N/A	Orange	Orange	Red	Orange	--	Green
Foster Youth	N/A	N/A	--	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	Green	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Orange	Orange	Yellow	Red	Orange	Green
Students with Disabilities	N/A	N/A	Orange	Green	Red	Orange	Orange	Yellow
Black or African American	N/A	N/A	Orange	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	N/A	N/A	N/A	--
Asian	N/A	N/A	--	--	--	--	--	--
Filipino	N/A	N/A	Orange	--	--	--	--	--
Hispanic or Latino	N/A	N/A	Orange	Orange	Green	Red	Orange	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	--	--	--	N/A
White	N/A	N/A	Green	Green	Green	Yellow	Yellow	Green
Two or More Races	N/A	N/A	Orange	--	--	--	--	--

N/A: Not Applicable

Conclusions based on this data:

1. The overall indicator for ELL is orange. Our ELL team has been working above and beyond to provide services to students via tutoring, monitoring progress, testing, and placing students in the proper classes.
2. MVH homeless suspension rate is green. This is a testament to MVH investment in supporting our students who are experiencing homelessness.
3. The greatest area of need is mathematics. Administrative team is looking closely at teacher placement in the 11th grade testing group and in addition to create a testing environment and culture that would influence the outcome of the results. Math PLC will be given CAASPP data to help them plan lessons to address the areas of need.

School and Student Performance Data

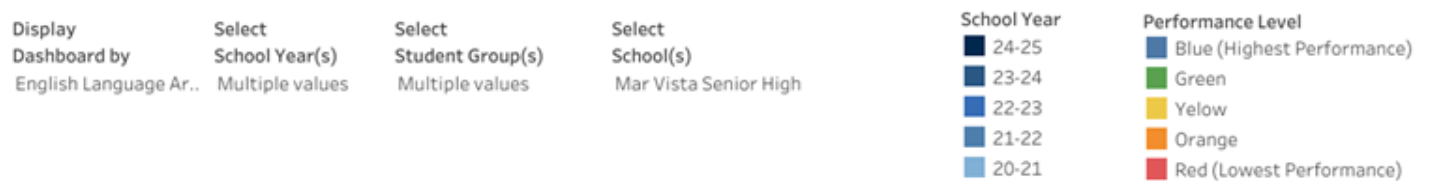
CAASPP Results: English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

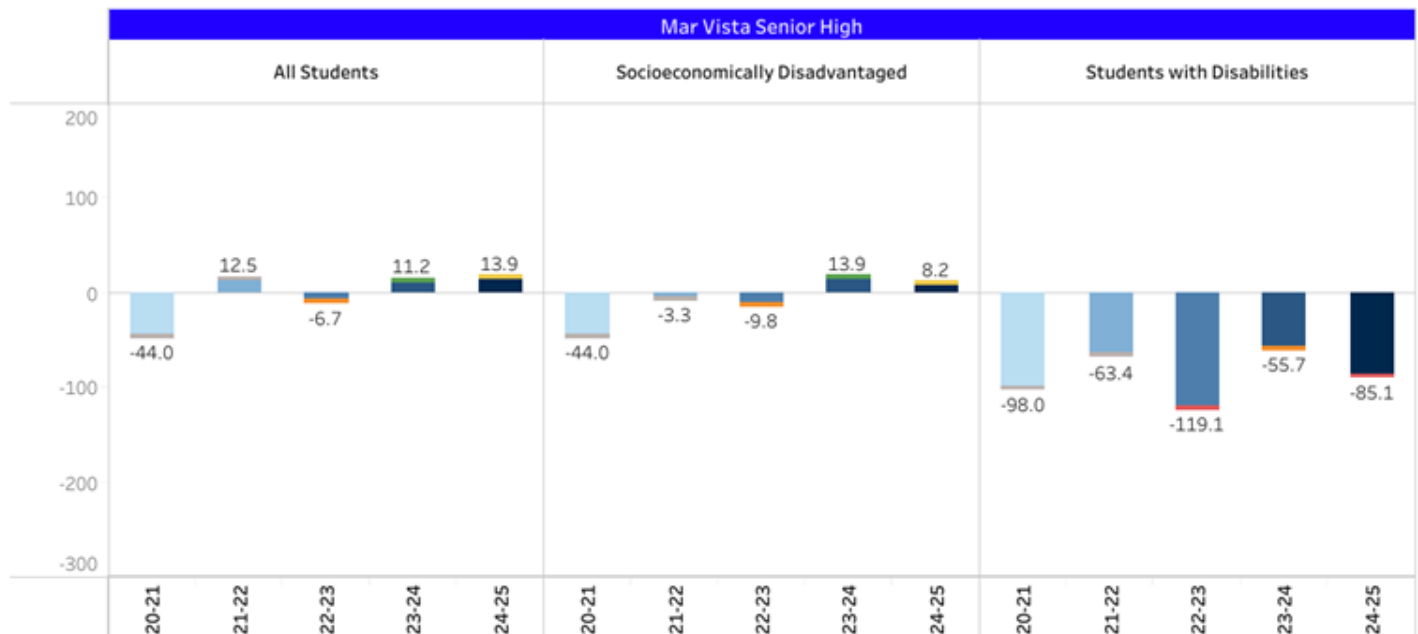
Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.



SBAC Distance from Standard by Student Group (English Language Arts)

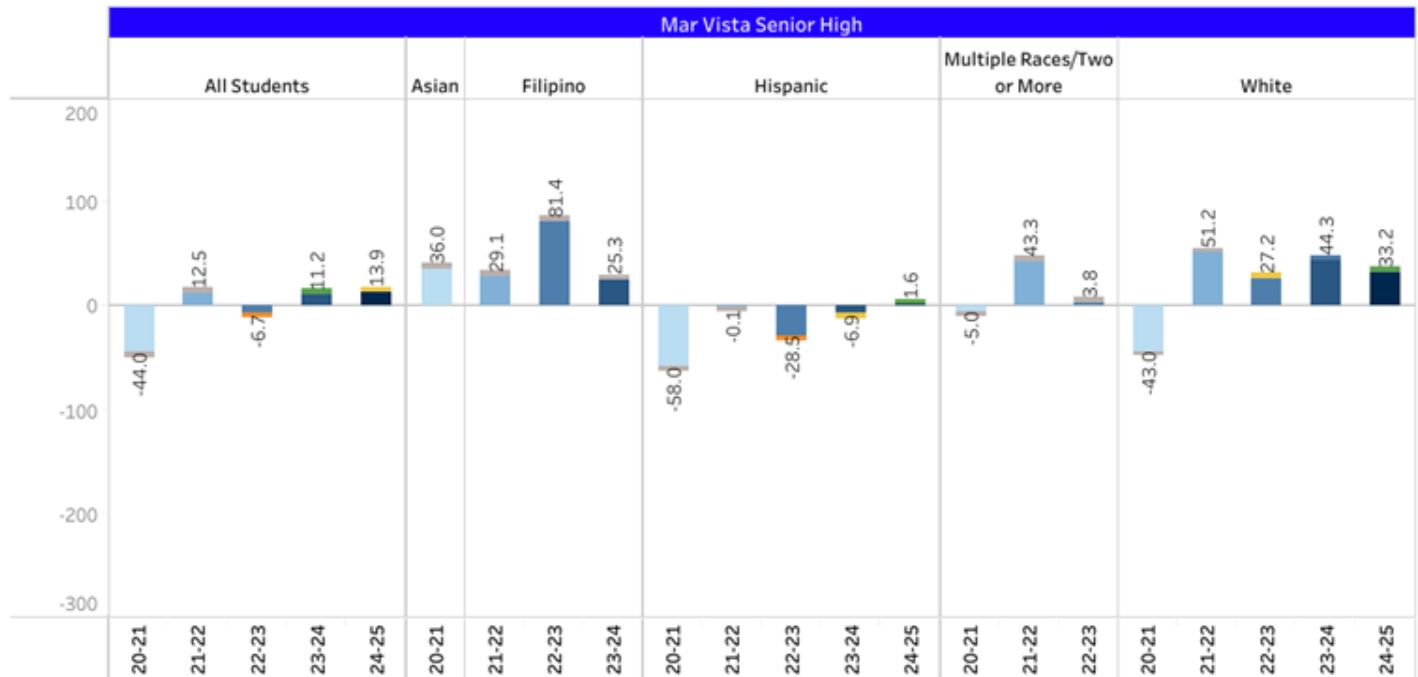


[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

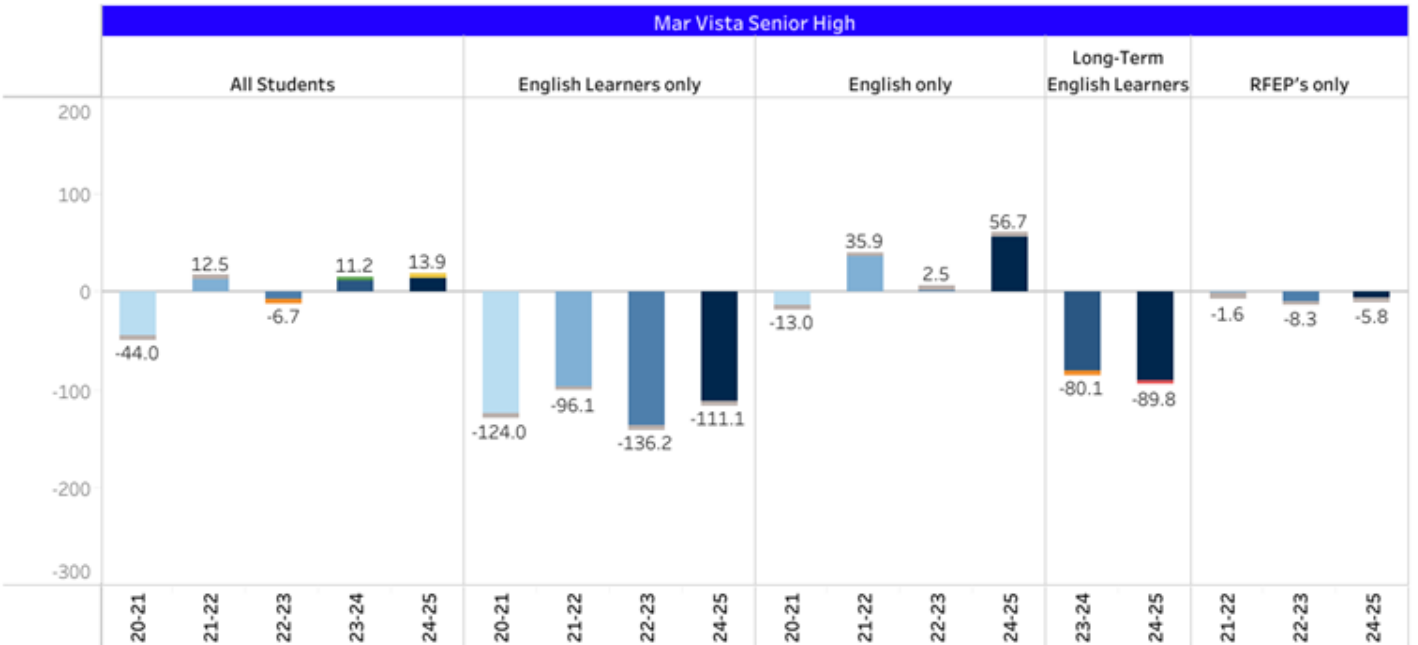
SBAC Distance from Standard by Ethnicity (English Language Arts)

[5x5 Guideline](#)


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SBAC Distance from Standard by Language (English Language Arts)

[5x5 Guideline](#)



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Data Strengths or Performance Gaps:

- In the 2024-25 school year, students with disabilities saw a decrease in distance from standard of 29.4 points.
- All students increased distance from standard in 2024-2025, increasing from 11.2 to 13.9.
- Our Hispanic populations distance from standard reversed the declining trend and went from negative 6.9 to a positive 1.6 distance from standard.

School and Student Performance Data

CAASPP Results: Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

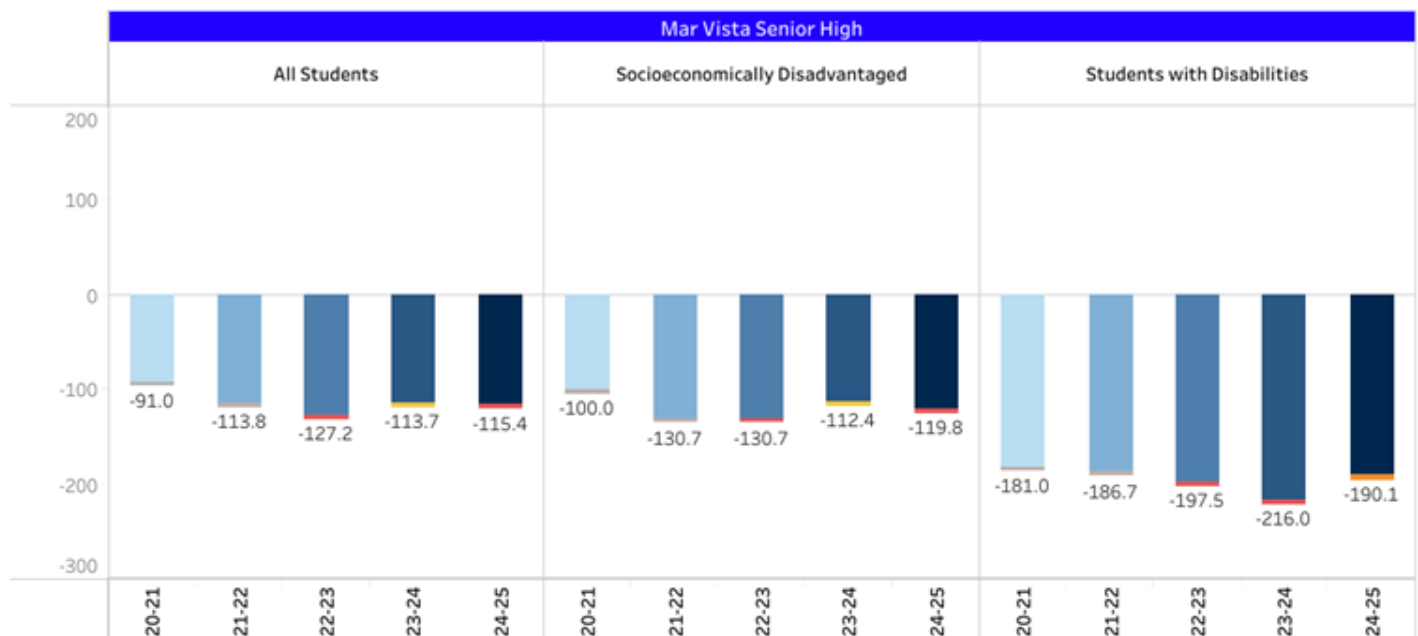
The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.



SBAC Distance from Standard by Student Group (Mathematics)



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Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Mar Vista Senior High

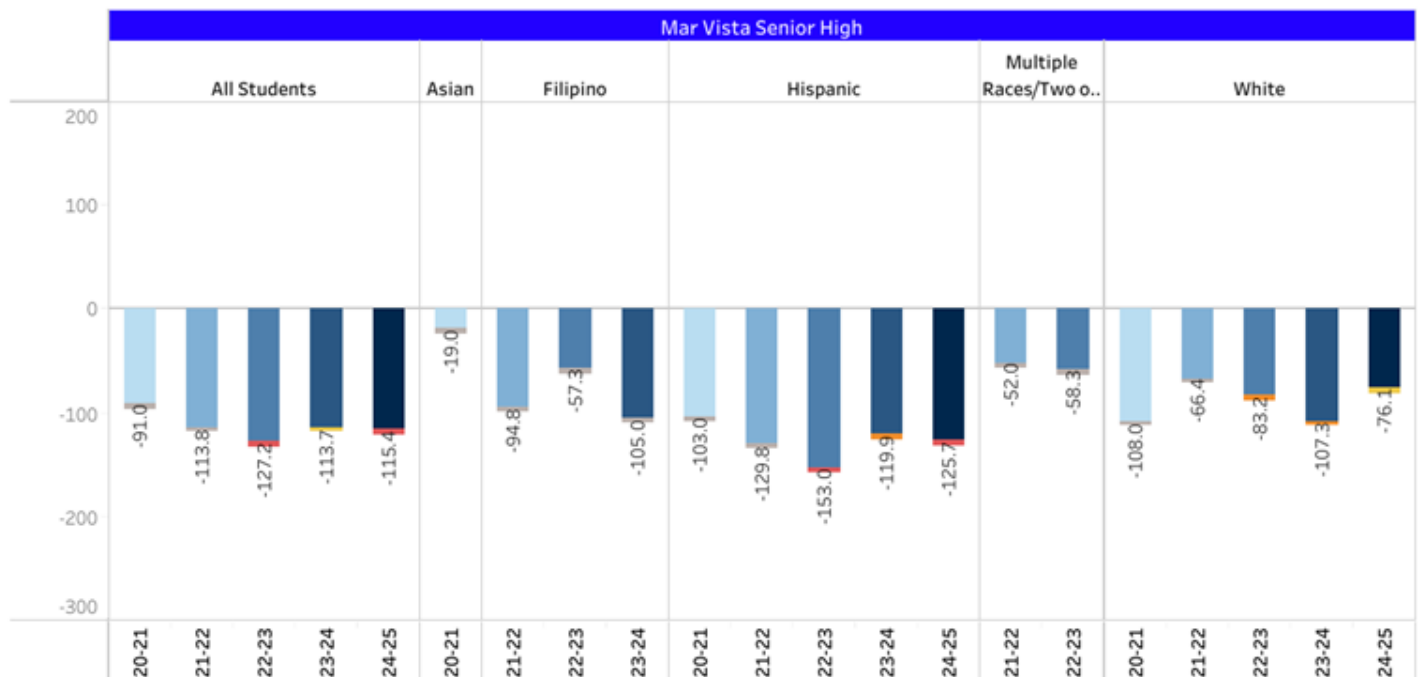
School Year
24-25
23-24
22-23
21-22
20-21

Performance Level
Blue (Highest Performance)
Green
Yellow
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Ethnicity (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Display
Dashboard by
Mathematics

Select
School Year(s)
Multiple values

Select
Student Group(s)
Multiple values

Select
School(s)
Mar Vista Senior High

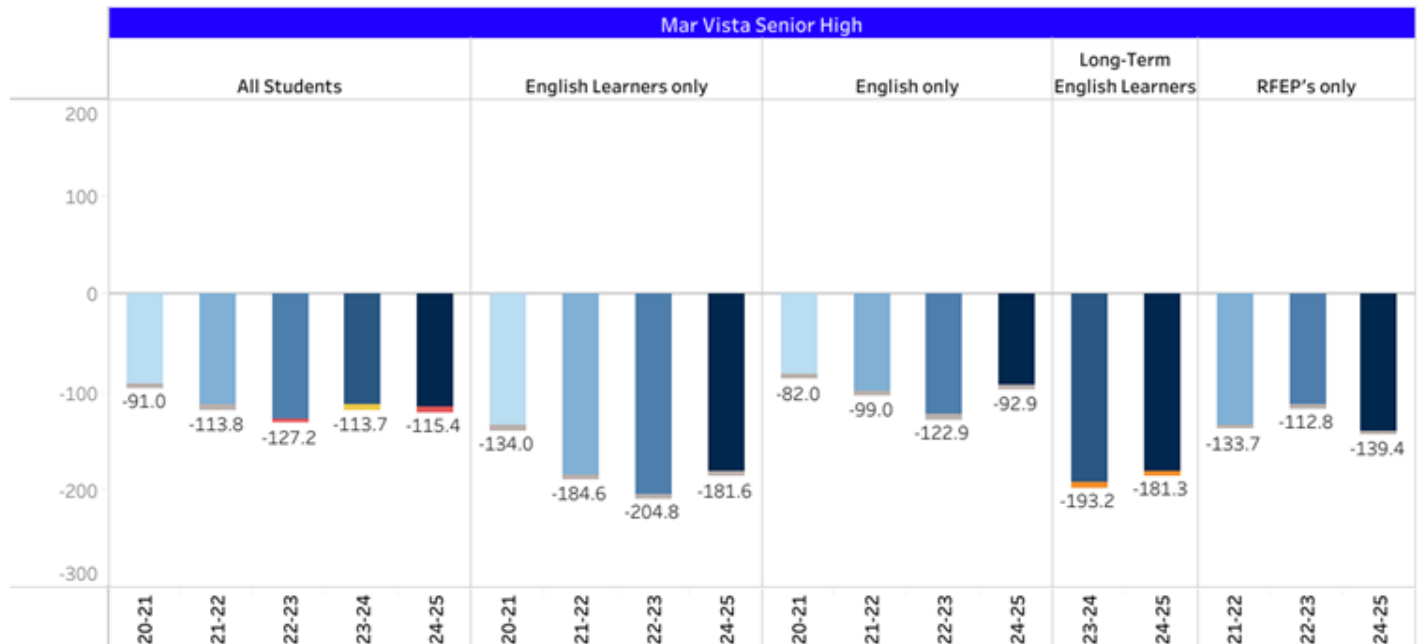
School Year
24-25
23-24
22-23
21-22
20-21

Performance Level
Blue (Highest Performance)
Green
Yellow
Orange
Red (Lowest Performance)

SBAC Distance from Standard by Language (Mathematics)



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Data Strengths or Performance Gaps:

1. In the 2024 - 25 school, overall there was 24.9 point improvement but still below standard.
2. Our long term English learners had an improvement of 11.9 points from the previous year.
3. In the 24-25 school year, our English learners had an improvement of 23.2 points from the previous indicator.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education’s [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

Select
School Year(s)
Multiple values

Select
School Name
Mar Vista Senior High

Select
Student Group
All Students

Performance Level

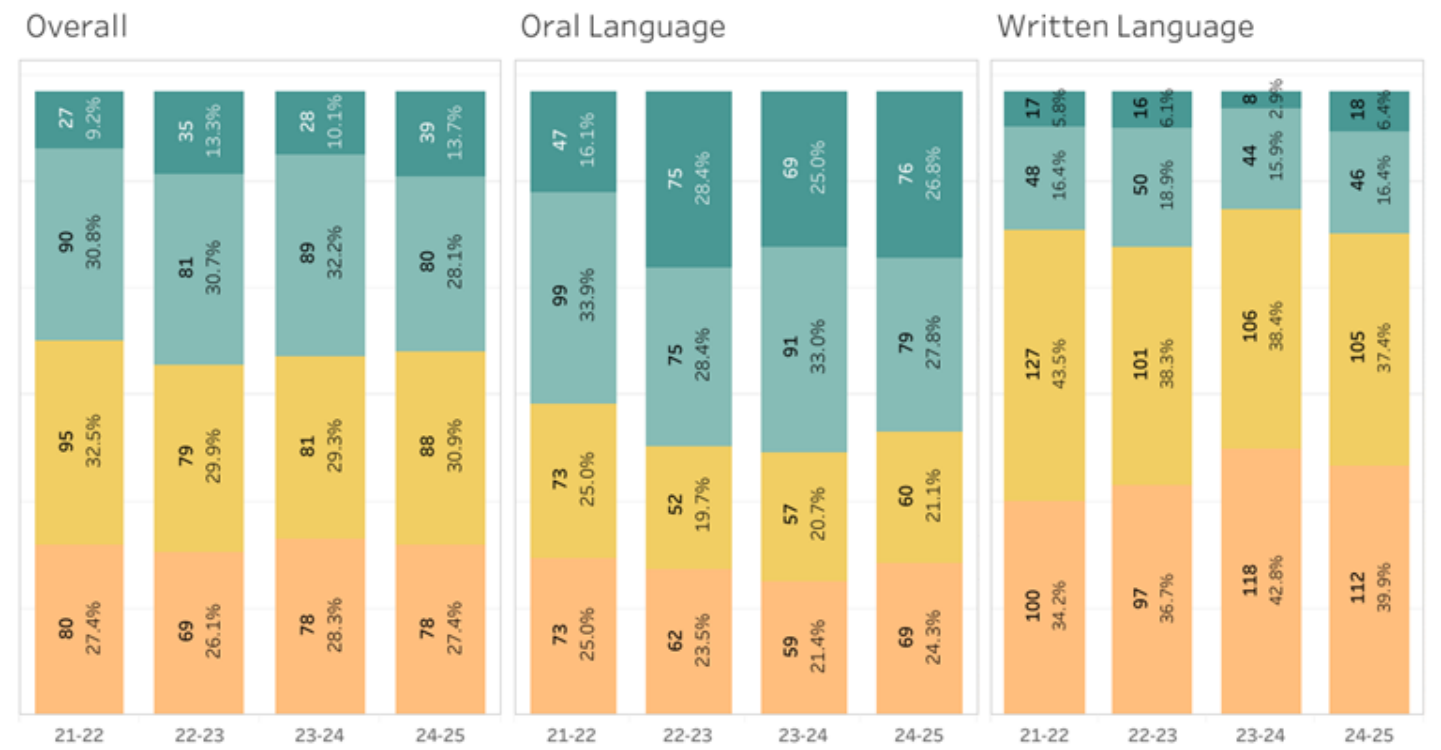
4 - Well Developed

3 - Moderately Developed

2 - Somewhat Developed

1- Minimally Developed

ELPAC Summary



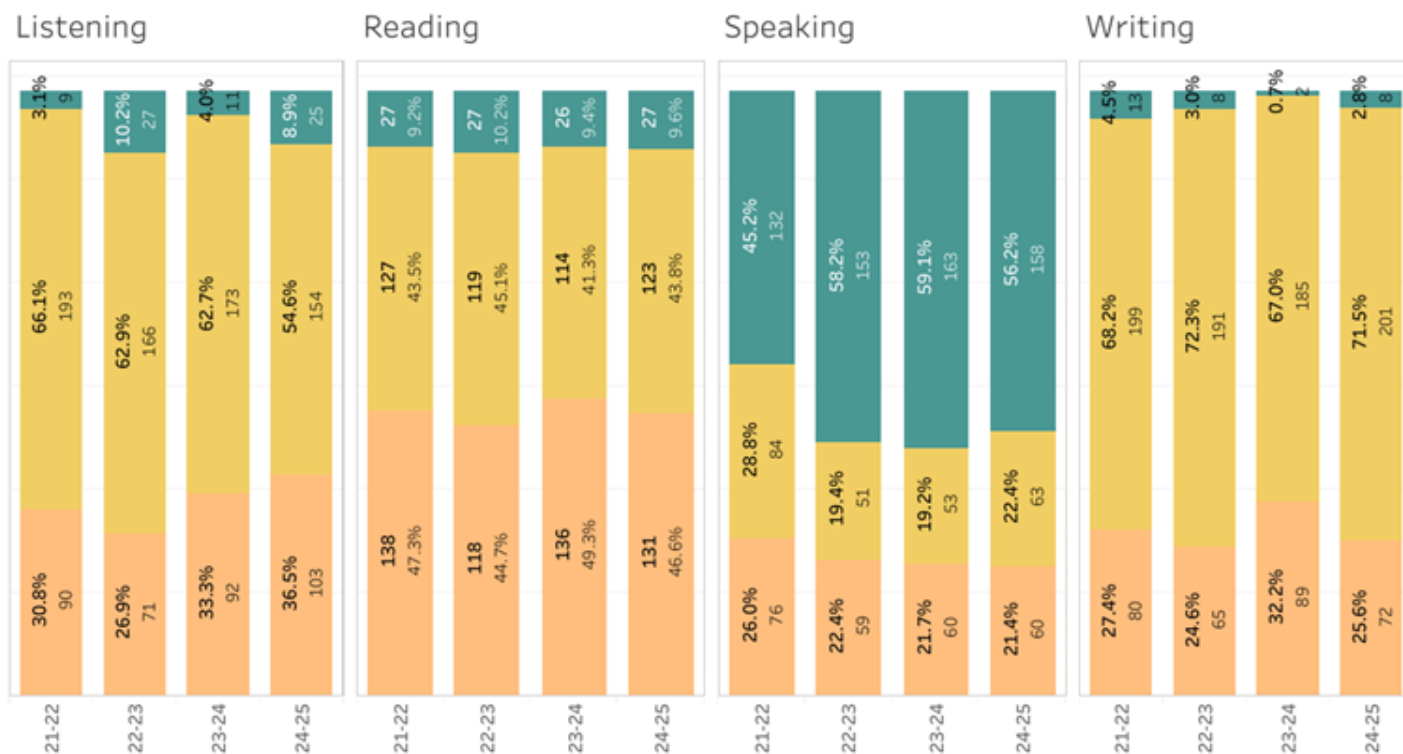
Select
School Year(s)
Multiple values

Select
School Name
Mar Vista Senior High

Select
Student Group
All Students

Performance Level
Well Developed
Somewhat/Moderately
Beginning

ELPAC Categories



Data Strengths or Performance Gaps:

1. For the overall ELPAC summative data our well developed performance level increased across the overall, oral language, and written language categories.
2. ELPAC listening well developed performance level had the greatest increase going from 4% in 23-24 to 8.9% in 24-25.
3. The ELPAC speaking category was the only one to have a slight decrease in the well developed performance level, while listening, reading, and writing all showed a slight increase.

School and Student Performance Data

Academic Performance College/Career Indicator

The 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 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.

Fall Dashboard College/Career Report for All Students/Student Group

Select School Year(s) All
Select School Name(s) Mar Vista Senior High
Select Student Group(s) Multiple values

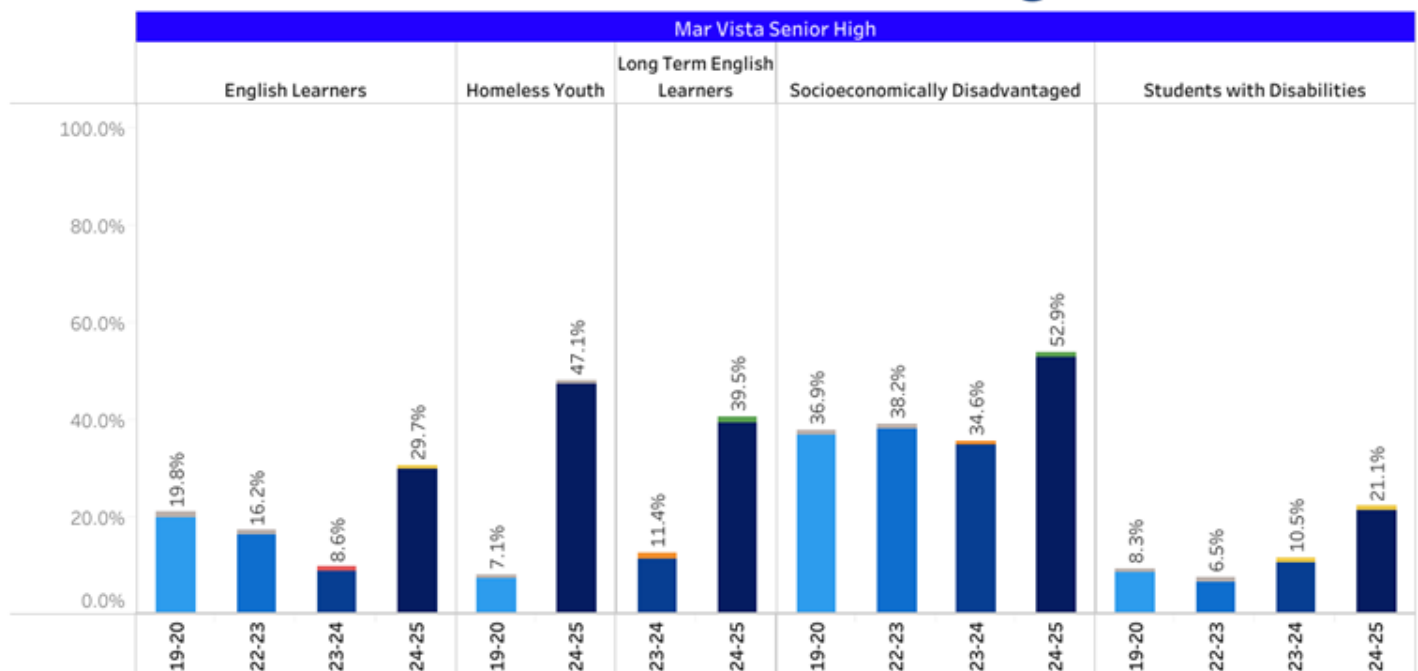
School Year
24-25
23-24
22-23
19-20

Performance Level
Green
Yellow
Orange
Red (Lowest Performance)

College Career Indicator by Student Groups



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard College/Career Report by Race/Ethnicity

Select School Year(s)
All

Select School Name(s)
Mar Vista Senior High

Select Student Group(s)
Multiple values

School Year

24-25
23-24
22-23
19-20

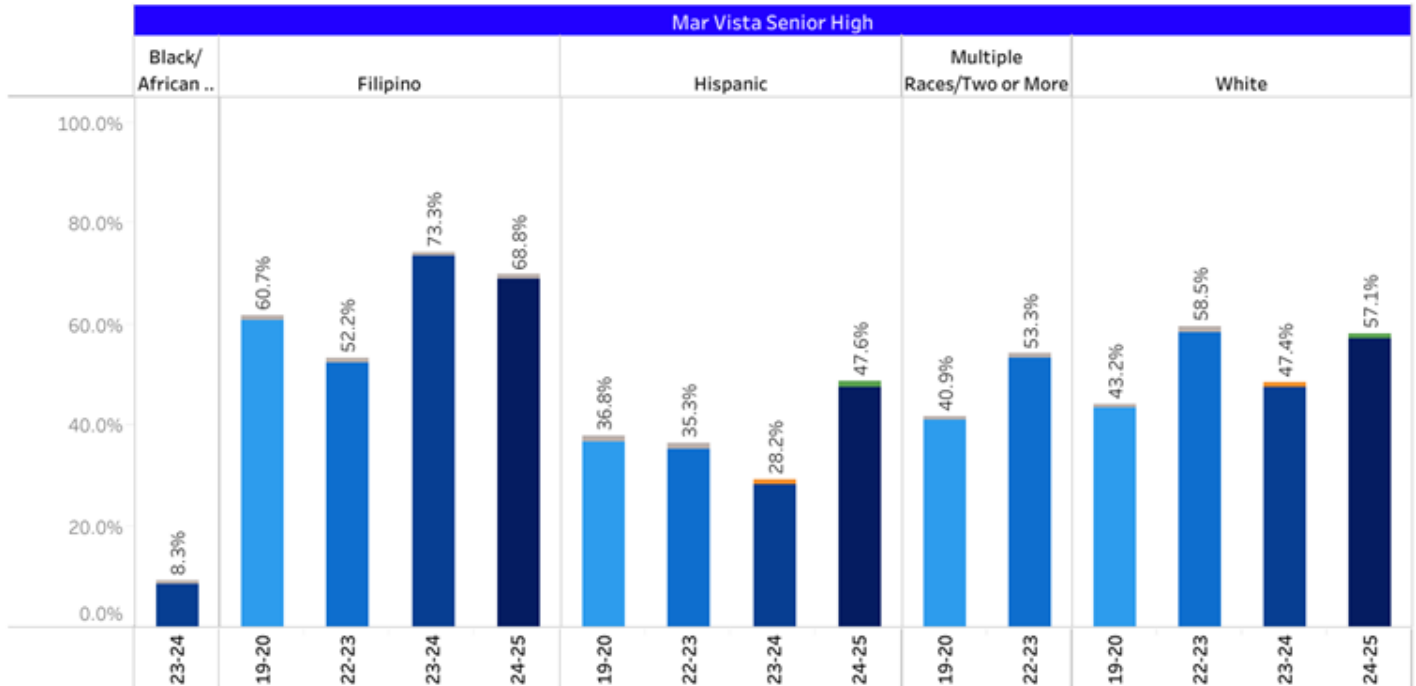
Performance Level

Green
Yellow
Orange
Red (Lowest Performance)

College Career Indicator by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. All student groups increased from the previous year, with the highest indicator being our socioeconomically disadvantaged.
2. Hispanics had an improvement of 19.4% from the previous year and the three previous years were in decline.
3. Based on our data, we need to continue to invest in programs that support students in completing A-G requirement such as credit recovery, interventions, grade recuperation, AP classes, CTE classes, and the SBAC.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Fall Dashboard Chronic Absenteeism for All Students/Student Group

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

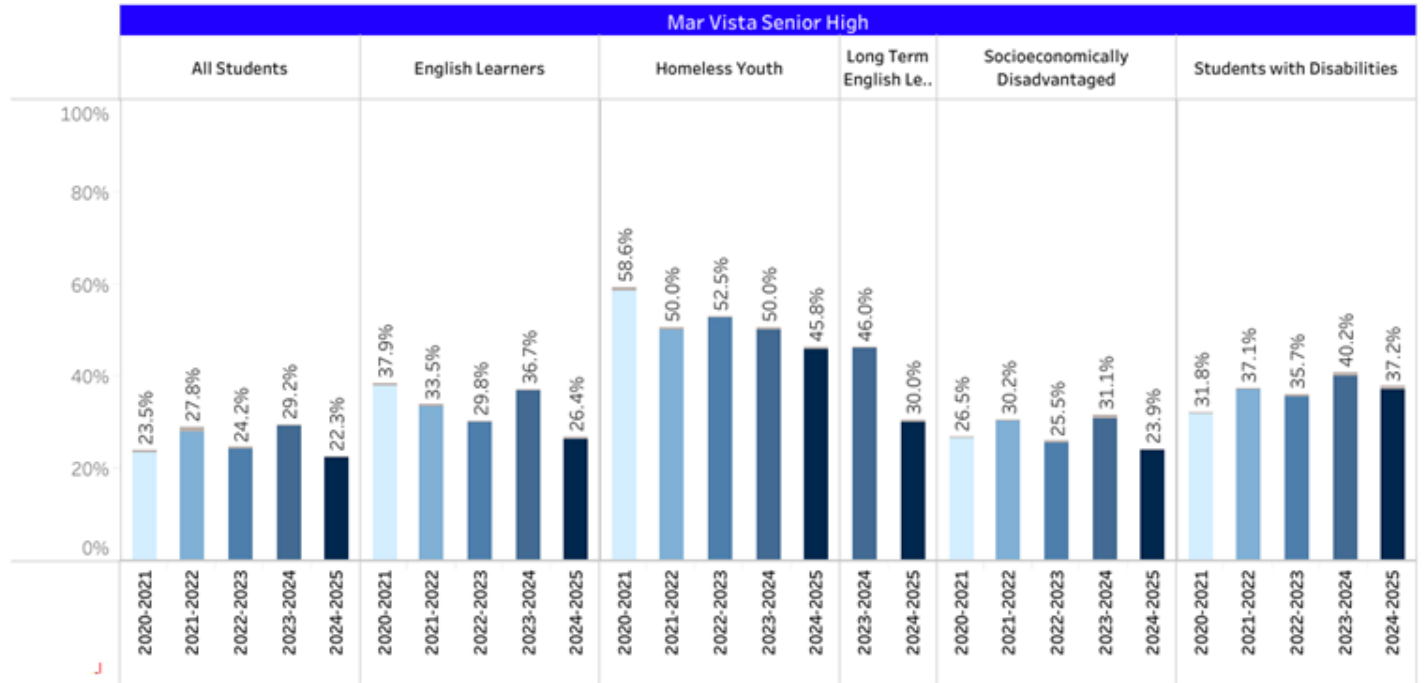
Select School Name(s)
Mar Vista Senior High

School Year
2024-2025
2023-2024
2022-2023
2021-2022

Performance Level

Chronic Absenteeism Rate by Groups

 [5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard Chronic Absenteeism by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Mar Vista Senior High

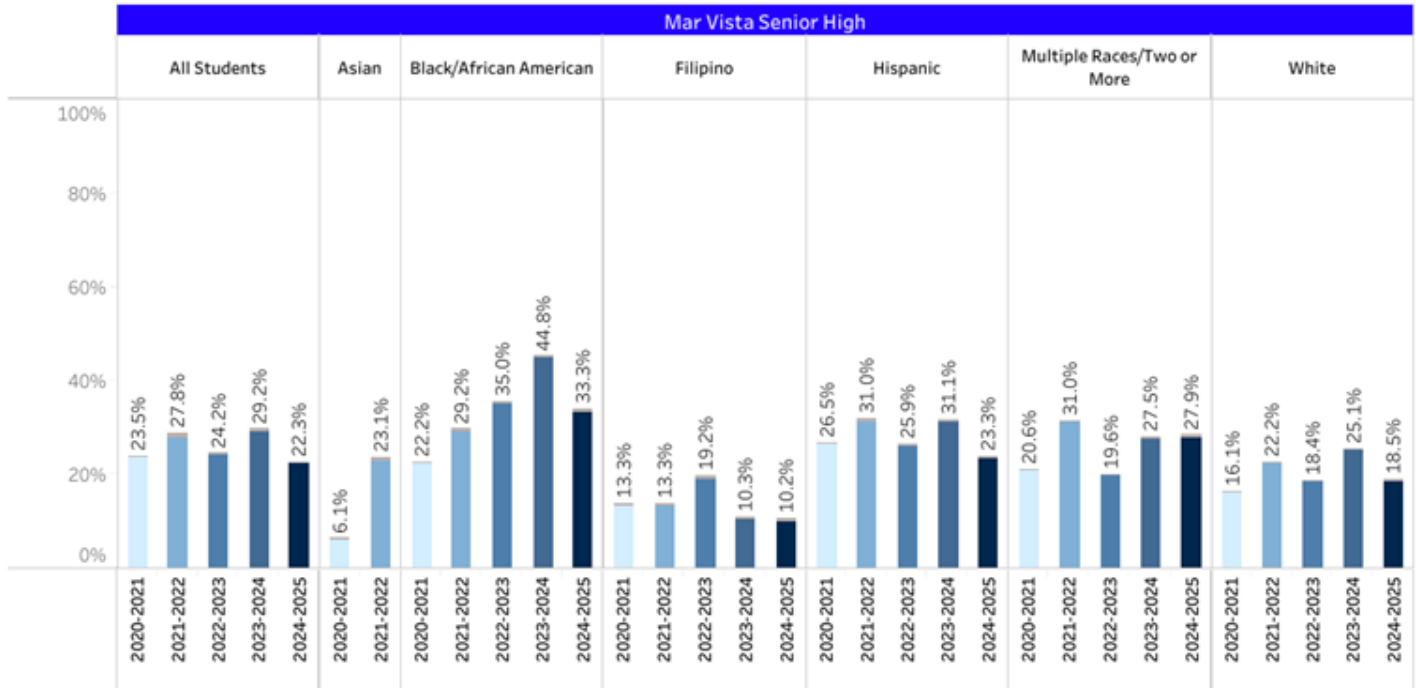
School Year
 2024-2025
 2023-2024
 2022-2023
 2021-2022

Performance Level

Chronic Absenteeism Rate by Ethnicity



[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. Our chronic absenteeism rate for all students decreased from 29.2% in 23-24 to 22.3% in 24-25.
2. Our chronic absenteeism rate by ethnicity decreased across all significant groups except Asian and multiple races/two or More.
3. Our Black/African American absenteeism rate saw the greatest decrease going from 44.8% in 24-24 to 33.3% in 24-25.

School and Student Performance Data

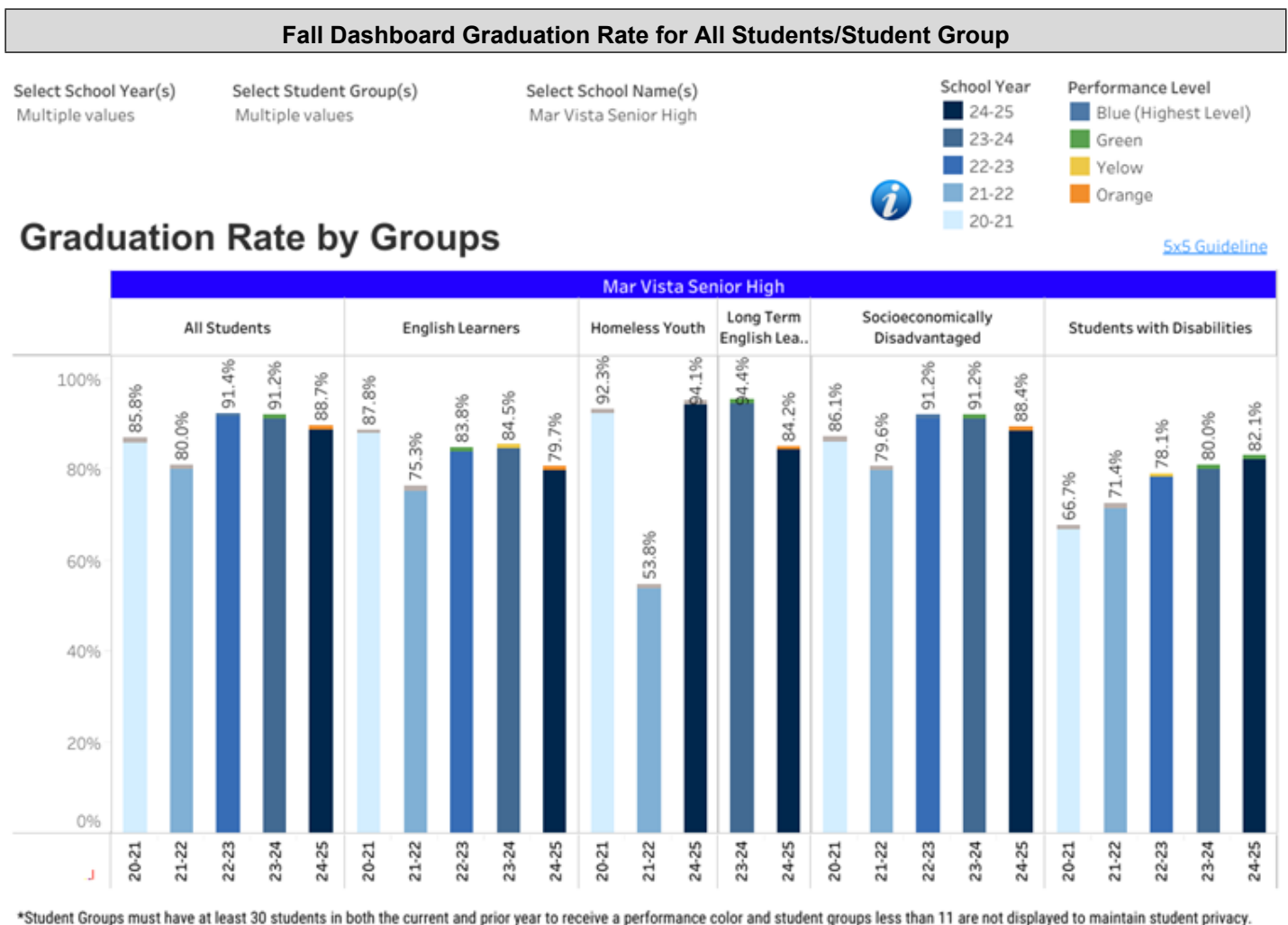
Academic Engagement Graduation Rate

The 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.



Fall Dashboard Graduation Rate by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Mar Vista Senior High

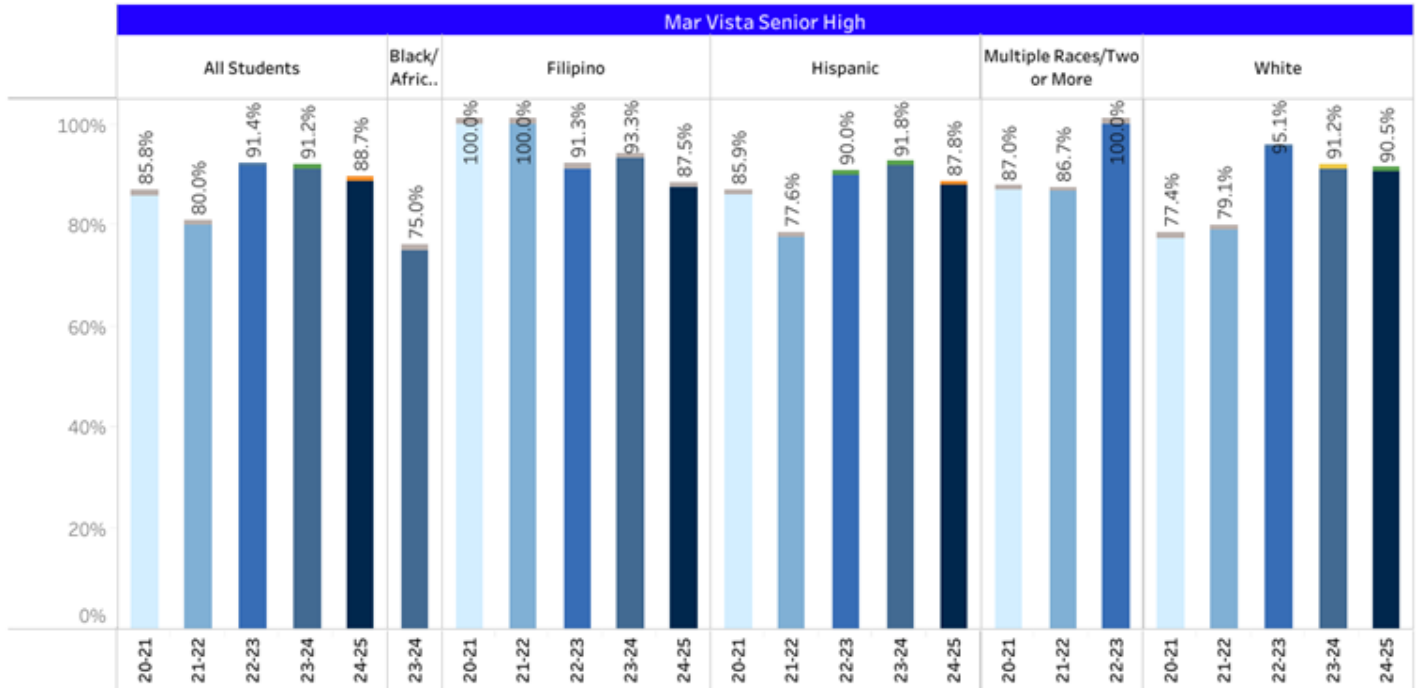
School Year
 24-25
 23-24
 22-23
 21-22
 20-21

Performance Level
 Blue (Highest Level)
 Green
 Yellow
 Orange



Graduation Rate by Ethnicity

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. All students saw a slight decrease in graduation rate with a decrease of 2.5%.
2. Our homeless youth graduation rate showed the greatest improvement going from 53.8% to 94.1%.
3. For graduation rate by ethnicity, our Filipino group had the lowest 24-25 year data going from 93.3% in 23-24 to 87.5% in 24-25.

School and Student Performance Data

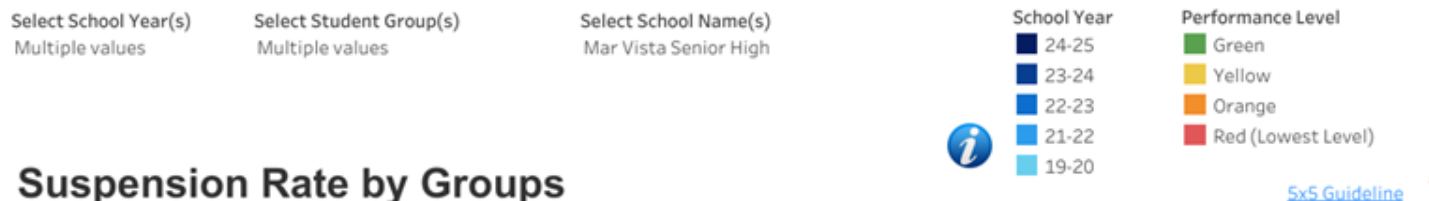
Conditions & Climate Suspension Rate

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

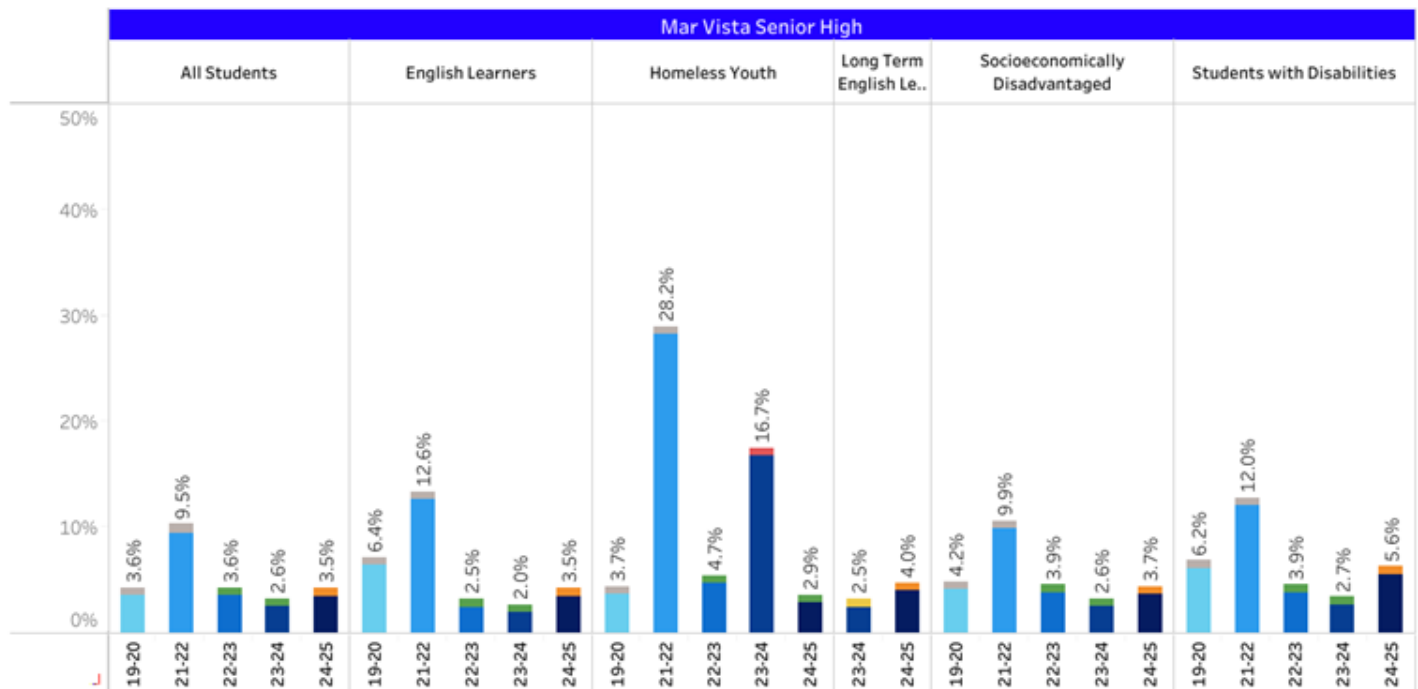
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

Fall Dashboard Suspension Rate for All Students/Student Group



Suspension Rate by Groups



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Fall Dashboard Suspension Rate by Race/Ethnicity

Select School Year(s)
Multiple values

Select Student Group(s)
Multiple values

Select School Name(s)
Mar Vista Senior High

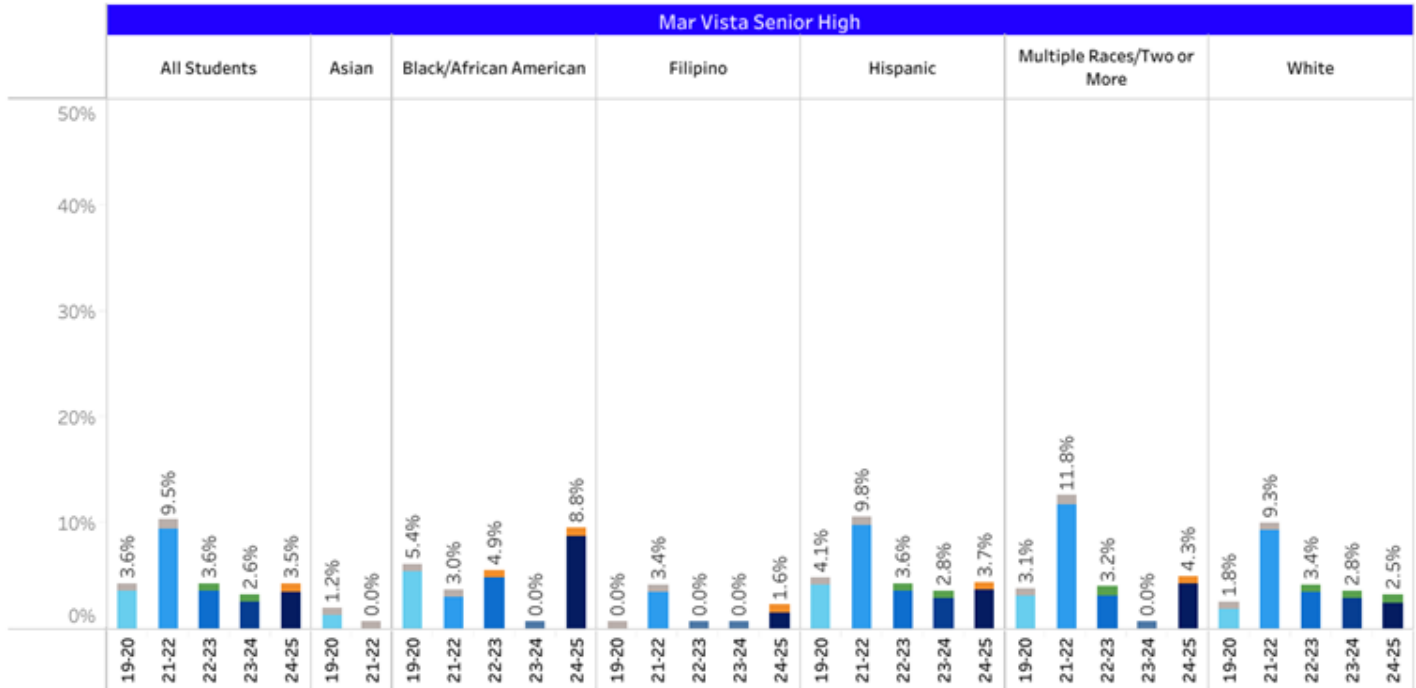
School Year
24-25
23-24
22-23
21-22
19-20

Performance Level
Green
Yellow
Orange
Red (Lowest Level)



Suspension Rate by Ethnicity

[5x5 Guideline](#)



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. Our overall suspension rate slightly increased from the previous year going from 2.6% to 3.5% in 24-25. MVHS has invested in a Restorative Justice School. The school shifted its approach from punitive to restorative and has been investing in a restorative teacher to coach student with conflict management.
2. Our homeless youth had the greatest decrease in suspension rate going from 16.7% to 2.9% in 24-25.
3. MVH will continue to invest in a RP teacher to continue to work with students in the areas of anger management, conflict resolution, re-integration after suspension, and proactive community-building in order to maintain student suspension low.

School and Student Performance Data

AP Exams

Select Display Chart
By School

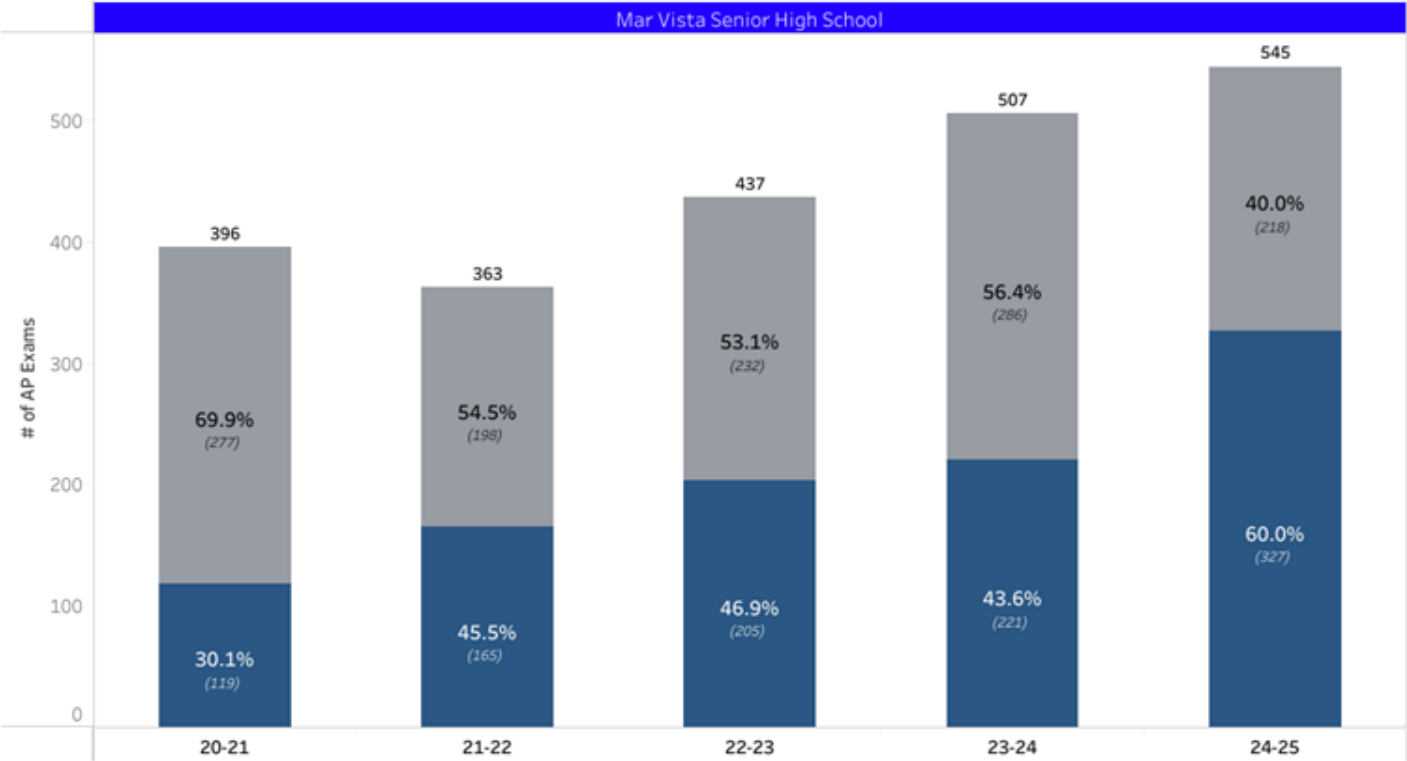
Select School(s)
Mar Vista Senior High Scho..

Select School Year
Multiple values

Select AP Exam
All

Pass Fail

AP Exam By School (All)



Conclusions based on this data:

1. We had an increase of 38 additional exams taken from the previous year.
2. Our pass rate increased from 16.4% from the previous year.
3. Overall, our AP testing data is showing a continued improved in number of exams taken and passed.

PSAT/SAT Participation

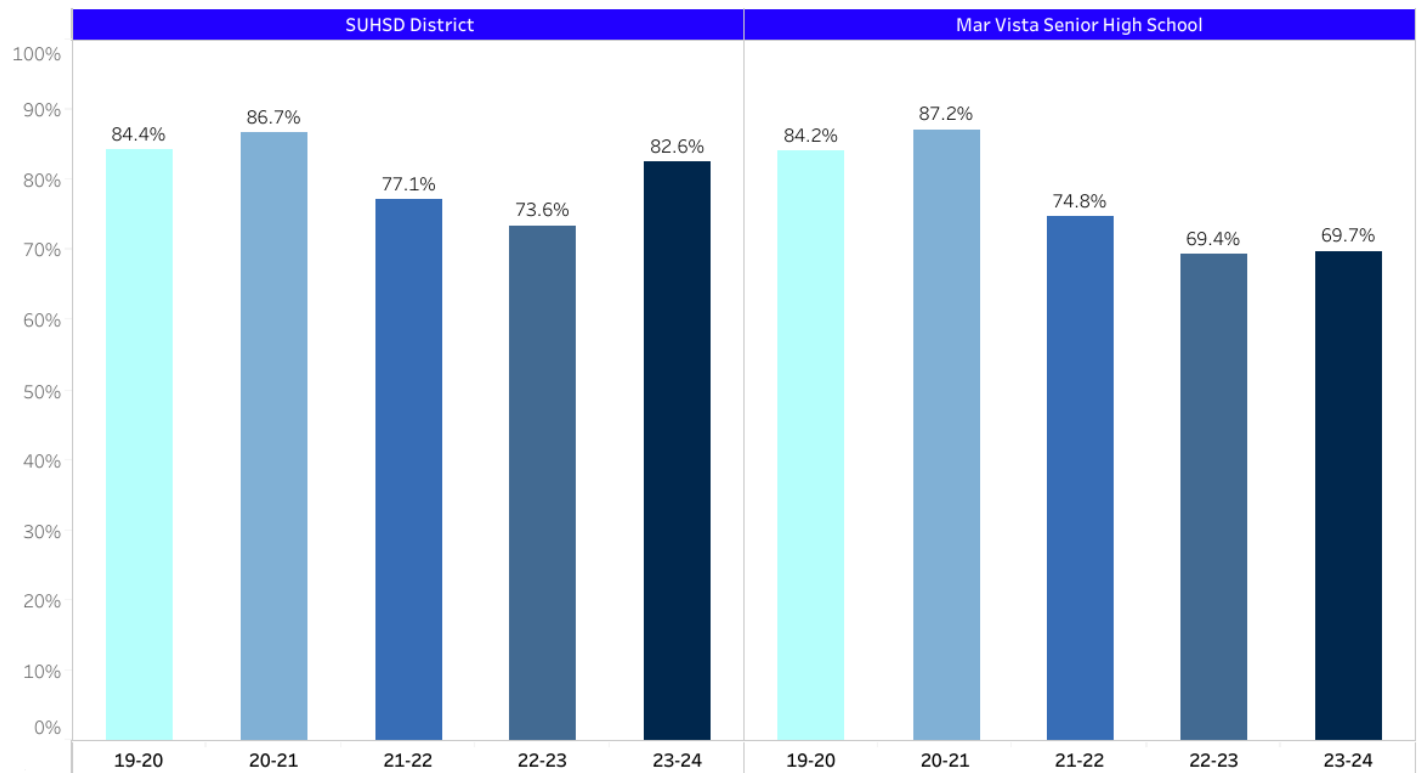
Select
Exam Type
PSAT

Select
School Year(s)
Multiple values

Select
School Name(s)
Multiple values

School Year
23-24
22-23
21-22
20-21
19-20

PSAT Participation Rate



Select
Exam Type
SAT

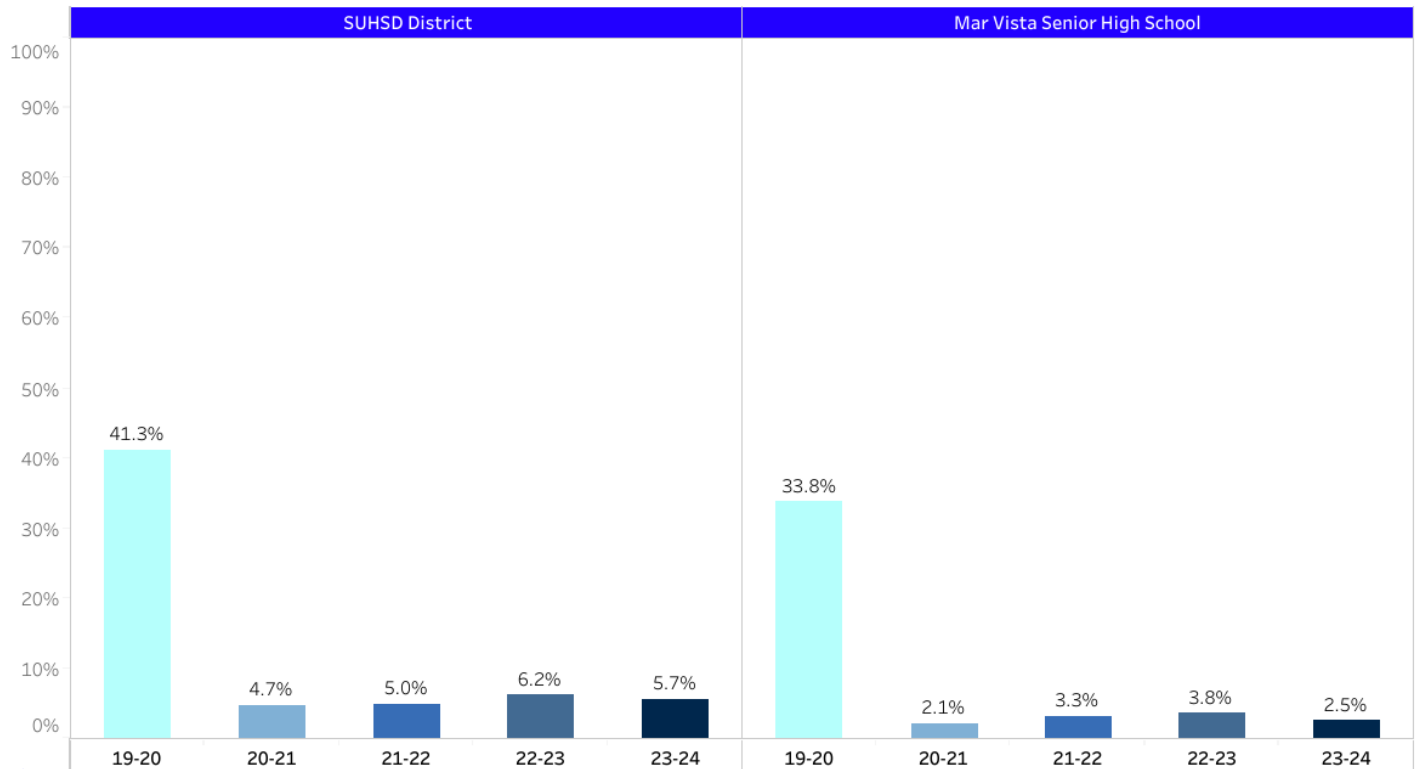
Select
School Year(s)
Multiple values

Select
School Name(s)
Multiple values

School Year
23-24
22-23
21-22
20-21
19-20



SAT Participation Rate



Conclusions based on this data:

1. PSAT MVH participation was low at 69.7% in the 23-24 school year compared to the SUHSD average of 82.6%.
2. SAT MVH participation was low at 2.5% in the 23-24 school year compared to the SUHSD average of 6.2%
3. Overall, there has been a decrease throughout the district of both PSAT and SAT participation from 22-23 to 23-24 due to tests not being a requirement for CSU and UC schools. PSAT is no longer given during the school day but it is available on a Saturday.

Grades (D and F Rate)

Select
Rate Calculation
D and F Rate

Select
School Year(s)
All

Select
School(s)
Mar Vista Senior High S..

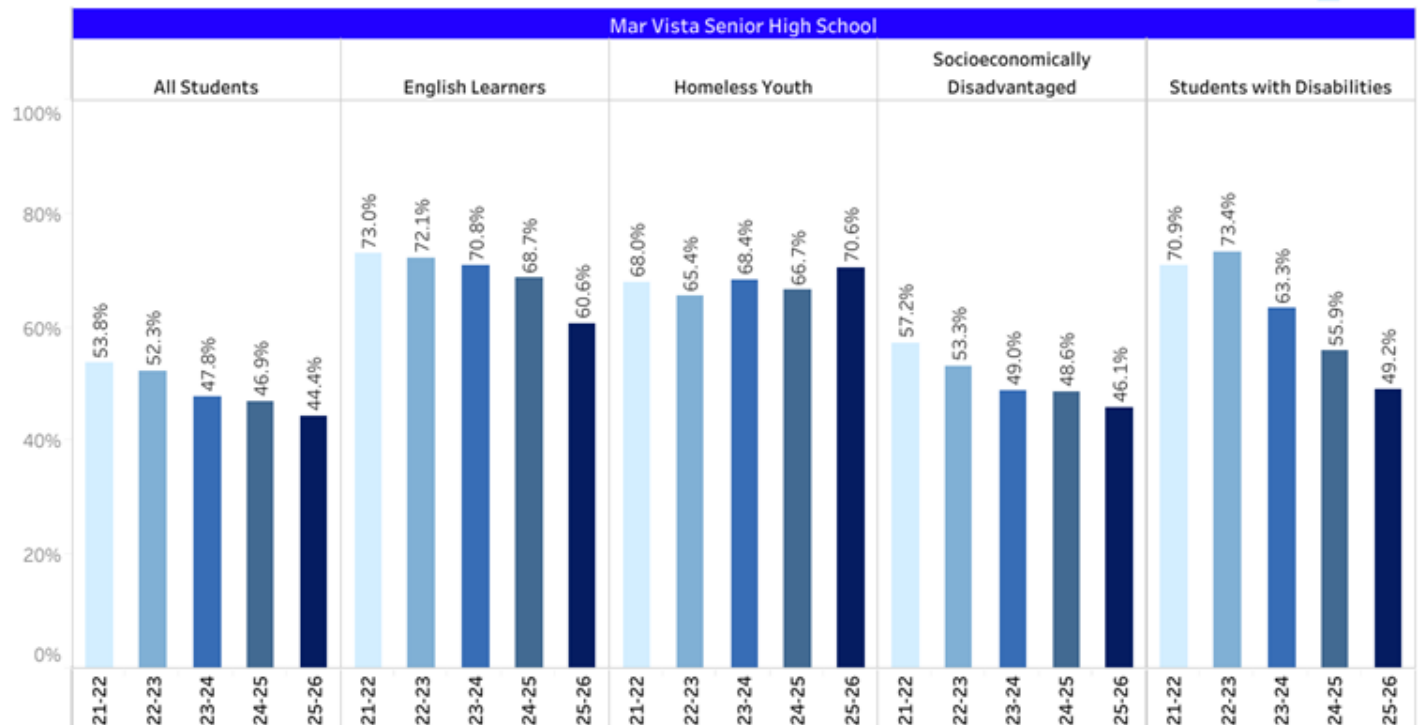
Select
Student Group(s)
Multiple values

Select
Grading Term
Sem 1

Select
Department
CORE Classes

School Year
25-26
24-25
23-24
22-23
21-22

D and F Rate (Student Groups) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Select
Rate Calculation
D and F Rate

Select
School Year(s)
All

Select
School(s)
Mar Vista Senior High S...

Select
Student Group(s)
Multiple values

Select
Grading Term
Sem 1

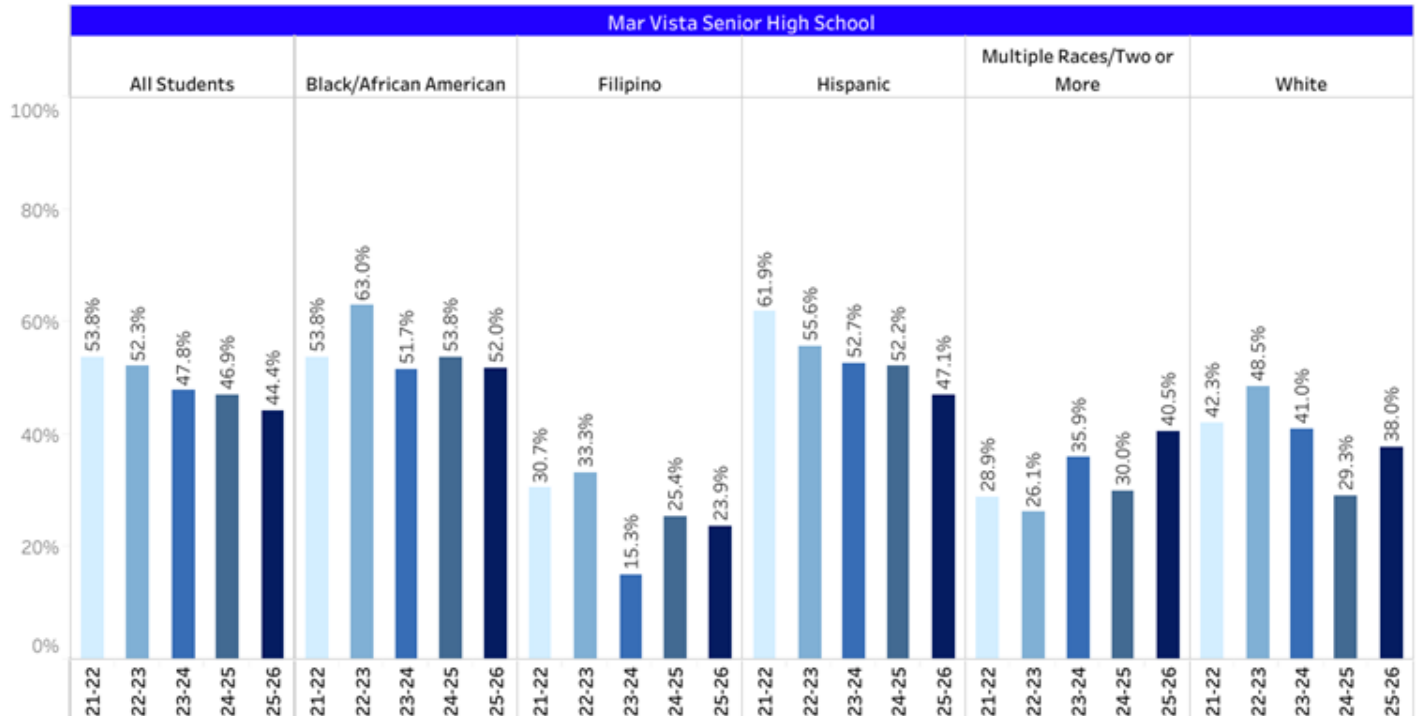
Select
Department
CORE Classes

School Year



25-26
24-25
23-24
22-23
21-22

D and F Rate (Ethnicity) by CORE Classes



*Student Groups must have at least 30 students in both the current and prior year to receive a performance color and student groups less than 11 are not displayed to maintain student privacy.

Conclusions based on this data:

1. In comparison between subgroups, Homeless Youth had the highest D and F rate at 70.6% in the 25-26 school year.
2. In comparison between ethnicities, both Black/African American and Hispanic students had the highest D and F rate. Black/African American students had a slightly higher rate at 52% compared to 47.1% for Hispanic students in the 25-26 school year.
3. Overall we continue to decrease our D and F rate for all students going from 53.8% back in 21-22 to 44.4% in 25-26.

Survey & Interview Data

Using any surveys or other means of gathering input from your stakeholders, explain areas of strength and determine areas of performance gaps and your plan for improvement.

CORE Summary Data

- **Strengths:** NEED TO UPDATE THIS INFO: Survey was administered in the 2025-26 school year. A total of 889 ? students completed the survey out of the ? total number of students.

In the area of Knowledge and Fairness of Rules: Overall, 72% of students responded the school clearly informs students what will happen if they break the rules and 72% stated that rules in the school are made clear. The percentage in this category was slightly lower for EL respondents. 71% of students responded that the school clearly informs students what will happen if they break the rules and 71% stated that the rules in the school are made clear. The percentage for SWD was also slightly lower at 71% for the school clearly informs students what will happen if they break the rules and 69% stated that rules in the school are made clear. 70% of socioeconomically disadvantaged students responded the school clearly informs students what will happen if they break the rules, and 70% responded the rules in the school are made clear.

In the area of Self-Management: Overall, 87% of students responded remembering and following directions and 84% of them came prepared to class. The percentage for ELs was relatively close to the overall percentage of responses. 84% stated remembering and following directions and 79% stated coming to class prepared. The percentage was lower for SWD; however, the results still demonstrated strong performance . 74% responded remembering and following directions and 74% responded coming to class prepared. 86% of socioeconomically disadvantaged students responded remembering and following directions and 84% responded coming to class prepared.

In the area of Support for Academics: Overall, 77% of students responded that teachers give them a chance to take part in classroom discussions/activities and 64% stated adults encourage them to work hard. EL's responses were lower to those of the entire school population ; however, the results still demonstrated strong performance. 72% responded that teachers give them a chance to take part in classroom discussions/activities and 60% stated adults encourage them to work hard. 77% of SWDs responded that teachers give them a chance to take part in classroom discussions/activities and 64% stated adults encourage them to work hard. Socioeconomically disadvantaged students had similar percentage that other student groups. 76%that teachers give them a chance to take part in classroom discussions/activities and 62% responded having adults encourage them to work hard. The percentage for this student group is a lower; however the results were relatively strong.

In the area of Social Awareness: Overall, 76% of students responded caring about other people's feelings and 78% responded listening to other people's points of view. The percentage for ELs was lower but still relatively strong at 68% when responding to caring about other people's feelings and 74% responded listening to other people's points of view. For SWD's, 76% care about other people's feelings and 72% responded listening to other people's points of view. Socioeconomically disadvantaged students, 75% responded caring about other people's feelings and 75% responded listening to other people's points of view.

- **Growth:** In the area of Growth Mindset: Overall, 37% of repondants stated they can do well in a subject even if they are not naturally good at it and 58% responded they can change their intelligence with hard work. 42% of ELs stated they can do well in a subject even if they are not naturally good at it and at a much higher percentage 57% believe they can change their intelligence with hard work. SWD had some of the lower percentages, 32% responded they can do well in a subject even if they are not naturally good at it and 42% responded they can change their intelligence with hard work. In this area, 35% of socioeconomically disadvantaged responded they can do well in a subject even if they are not naturally good at it and at 42% stated they can change their intelligence with hard work.

In the area of Self Efficacy: Overall, 33% of students stated they can do well on all of their test, even if they are difficult and 35% stated that they can master the hardest topics in their classes. For ELs, 31% responded they can do well on all of their tests even if they are difficult and 30% stated they can master the hardest topics in their classes. The lowest percentages were reported from the

SWDs, 25% responded they can do well on all of their tests even if they are difficult and at 23% responded that they can master the hardest topics in their classes. With the second lowest numbers were socioeconomically disadvantaged students, 29% responded they can do well on all their tests even if they are difficult and 32% responded that they can master the hardest topics in their classes.

In the area of School Connectedness: Overall, 51% of students feel they are part of this school and 51% feel the teachers treat students fairly. At a slightly higher percentage, 56% of ELs feel they are part of this school and 53% feel teachers treat students fairly. SWDs, 45% feel they are part of this school and 50% feel teachers treat students fairly. 51% of socioeconomically disadvantaged students stated they feel part of this school and 47% stated teachers treat students fairly.

In the area of Sense of Safety: Overall, 56% of students responded feeling safe at school. At a slightly lower percentage, 52% EL's responded feeling safe at school. There was a small drop with SWDs, 51% responded not feeling safe at school. At a more comparable percentage to the overall school percentage, 55% of socioeconomically disadvantaged students responded feeling safe at school.

California Healthy Kids Survey Summary Data

- **Strengths:** FALL 2026

246 9th Grade students completed the survey.
199 11th Grade students completed the survey.

94% of 9th graders live at home with one or more parent or guardian.
95% of 11th graders live at home with one or more parent or guardian.

52% of 9th graders responded feeling a connection to school.
54% of 11th graders responded feeling connected to school.

61% of 9th graders responded feeling academically motivated.
60% of 11th graders responded feeling academically motivated.

55% of 9th graders perceive school as a very safe or safe place.
61% of 11th graders perceive school as a very safe or safe place.

60% of 9th graders feel that school has high expectations of them.
73% of 11th graders feel that school has high expectations of them.

53% of 9th graders responded having caring adult relationships at school.
57% of 11th graders responded having a caring adult relation

- **Growth:** 30 % of 9th graders stated having meaningful participation in school.
28% of 11th graders stated having meaningful participation in school.

75% of 9th graders stated not attending afterschool programs (includes tutoring).
79% of 11th graders stated not attending afterschool programs (includes tutoring).

34% of 9th graders stated having A's and B's.
26% of 11th graders stated having A's and B's.
27% of 9th graders stated having B's and C's.
28% of 11th graders stated having B's and C's.

43% of 9th graders stated the teachers at this school treat students fairly/The teachers treat students fairly.
46% of 11th graders stated the teachers at this school treat students fairly/The teachers treat students fairly.

Other surveys (Please list and add the strengths and growth)

2025-26 STUDENT NEEDS ASSESSMENT RESULTS

79 students completed the Student Needs Assessment. Of the 79 students, 19% were seniors, 30.4% were juniors, 21.5% were sophomore, and 29.1% were freshmen.

60.8% of students responded feeling "somewhat confident" in their ability to succeed in their classes. 34.2% reported feeling "very confident" in their ability to succeed in their classes. A small percentage at 5% reported feeling "not very confident" in their ability to succeed in their classes.

67.1% of student responded feeling that their voice is "sometimes" heard at school, 20.3% reported feeling like their voice is "always" heard and 12.7% of students reported feeling that their voice is "never" heard.

72.2% of students responded feeling that students and staff on campus are "sometimes" respectful, 26.6% feel that students and staff on campus are "always" respectful and a small percentage at 1.2% reported feeling that students and staff on campus are "never" respectful.

2025-26 TEACHER NEEDS ASSESSMENT RESULTS

24 out of 65 teachers responded to the survey. 45.8% of respondents stated using data "weekly" to inform instruction, 33.3% responded "occasionally" using data to inform instruction and 16.7% responded using data on a "daily" basis to inform their instruction.

70.8% of teachers responded they would benefit from professional development on how to support struggling students would be most beneficial.

50% of teachers who responded they would describe the school climate at "positive" , 8.3% would describe the school climate as "very positive" and 41.7% would consider the school climate as "neutral".

41.7% of teachers who responded feel "valued and respected" as a staff member, 37.5% responded feeling "highly valued and respected", and 20.8% responded feeling "slightly valued".

50% of teachers who responded feel "very supported" by school leadership", 41.7% responded "somewhat supported" , and 8.3% teachers who resonded feel " slightly supported or not supported" by school leadership.

ILT FALL 25 MVH STUDENT SURVEY

596 Students responded to the survey.

87 (14.6%) Seniors responded to the survey.

154 (25.8%) Juniors responded to the survey.

86 (14.4%) Sophomores responded to the survey.

269 (45.1%) Freshmen responded to the survey.

School Climate & Belonging Results (scale from 1-3)

Statement: I feel like I belong at MVH

The average for most respondents was 2.81 on the scale.

Statement : I have at least one adult at MVH who I trust and can talk to (scale from 1-3)

The average for most respondents was 2.75 on the scale.

Statement: I feel respected by my teachers (scale from 1-3)

The average for most respondents was 2.80 on the scale.

Statement: I often feel invisible or left out during teh school day (scale of 1-3)

The average for most respondents was 1.85 on the scale.

Follow up to this question: Kids confessed that someone put their name down erroneously on the form. They seemed happy that someone followed up on that. Just having the conversation produced bonding experience.

Academics and Strenghts (scale from 1-4)

Statement: I learn something new every day in all my classes

The average for most respondents was 2.83 on the scale.

Statement: I say something others hear every day in each of my classes.

The average for most respondents was 2.44 on the scale.

Statement: I know how and where to get academic help when I need it.

The average for most respondents was 2.98 on the scale.

Statement: I am clear and and confident about what I want to do after high school.
 The average fro most respondants was 2.61 on the scale.

Empathy Interviews

Students	Teachers	Others
INTERVIEWS CONDUCTED BY ILT IN FALL 2025 109 students participated in the empathy interviews. Students were 9th and 10th grades, with student groups, ELs, SWD, and RFEP. Students who had at least one D/F in their core classe were randomly selected for empathy interviews. Students were asked questions such as "why do you think you have a D/F in your class(es)?", "What can you do to overcome some of the academic challenges you are experiencing?", "What can others (teachers or staff) do to help you overcome these academic challenges?" and "tell me about your favorite class". Summary of Student Responses: Most students did not feel comfortable speaking with adults they had never met and therefore shared limited information. Students did share that not understanding the content was one of the factors of low grades. Others responded that more hands on and group activites would make it easier to learn. However, when discussing grades, many students acknowledged that they needed to put more effort into their academics. Students demonstrated accountability for their actions and expressed that teachers and staff could not make the choices for them regarding assignment completion and academic effort. EL MONITORING INTERVIEWS CONDUCTED BY TRT 1 AND CRF IN SPRING 2026	42 Teachers Responded to the MVH 25-26 CSTP 5 Self- Rating Pre-Assessment Teachers were asked "what would you consider your major strenght? To summarize teacher responses: Teachers identified a wide range of strengths that support student learning and success. A common theme was the ability to build strong relationships and meaningful connections with students through empathy, communication, rapport building, and creating supportive classroom environments. Many teachers highlighted strengths in student engagement, classroom management, flexibility, and adapting instruction to meet diverse student needs. Teachers also emphasized the use of data, assessments, scaffolding, and frequent checks for understanding to guide instruction and improve learning outcomes. Collaboration with families, colleagues, and support staff was another key strength identified. Overall, staff demonstrated a strong commitment to fostering inclusive, motivating, and student-centered learning environments that support both academic achievement and social-emotional growth. Teachers were asked "what would you consider your major growth areas?" To summarize teacher responses: Teachers identified several areas for professional growth focused on improving instruction, assessment practices, and student engagement. Many teachers expressed interest in using assessment data more effectively to guide instruction, reteach concepts, and improve student mastery. Others highlighted goals related to strengthening lesson planning, organization, differentiated assessments, and integrating new technology and educational tools into	

the classroom. Teachers also noted a desire to increase student ownership of learning, incorporate more student-led activities, and develop strategies to better support struggling or disengaged students. Collaboration, professional networking, family engagement, and seeking guidance from experienced colleagues were also identified as important areas for continued growth. Overall, teachers demonstrated a reflective mindset and commitment to continuous improvement in order to better meet the diverse needs of students.

Data Summary & Root Cause Analysis

Category	Strength(s)	Performance Gap(s)
Dashboard: Student Group Report	MVH Suspension Rate is showing a green indicator. MVH has been working diligently and deliberately in reducing the suspension rate by incorporating a restorative and progressive approach to discipline. MVH invested in a restorative teacher for two periods to work in resolving student-to-student conflict as well as preventative and reentry student meetings. English Language Learners is showing a yellow indicator. 7.3% of MVH ELL students increased at least one level in the Summative ELPAC test. MVH ELD resource teacher work diligently in conjunction with counselors to properly schedule students in the correct ELD levels and provide the proper supports to move students in their language acquisition. MVH Juniors had a 9% increase in their 2024 English CAASPP scores from the previous year.	Two of our major subgroups, LTEL and students with disabilities (SPED) are in the red indicator. LTELs declined 54.4 points putting them at 111.4 points away from meeting the ELA standard and SPED students declined 52.2 points, placing this subgroup 119 points from reaching the ELA standard. All students at MVH need to improve their CAASPP assessment scores in Math. MVH Juniors had no growth in their CAASPP scores from the previous school year. Subgroups such as ELL, Students with Disabilities, Socioeconomically Disadvantage and Latino students also need to improve in math. In the College and Career indicators English Learners and Students with Special Needs score in the medium to low indicators. MVH will continue to invest funds in supporting the counseling team to meet with students and parents after school, will invest in Credit Recovery to have students be college and career ready, will allocate math tutors in co-teach classes and master schedule was created with those subgroups in mind to offer their needed academic classes. ELA SBAC scores for the 284 students that tested was 6.7 points below the standard. It overall declined by 19.2 points. English Language Learners are 111.4 points away from standard, a decline of 54.4
CAASPP (English Language Arts)	The 2023-24 school year SBAC scores indicated that our Socioeconomically disadvantaged group maintained their score in ELA and MVH RFEPS increased by 20.9 points but still 112.8 points away from standard in Math.	

All English Language Learners are making progress with an increase of 7.3% which brings the subgroup to 43.2% students making progress towards proficiency. No data available for 2024-25 school year.

- points.
- Students with Disabilities are 119.1 points away from standard, a decline of 52.2 points.

Math SBAC scores was 127.2 points below the standard, an overall decline of 13.5 points.

- English Language Learners are 187 points away from standard, a decline of 24.4 points.
- Students with Disabilities are 197.5 points away from standard, a decline of 4.4 points.
- Socioeconomically disadvantaged score at 130.7 points away from standard.

CAASPP (Math)

The 2023-24 school year SBAC distance from standard scores improved from the previous year for all students by 13.5 points going from 127.2 to 113.7 and also our socioeconomically disadvantaged distance from standard improved by 18.3 points going from 130.7 to 112.4. Our Hispanic population improved by 33.1 points from the previous year going from 153 points from standard to 119.9.

The 2023-24 school year SBAC distant from standard scores for students with disabilities increased from the previous year by 18.5 points, going from 197.5 to 216. Our Filipino population increased from 57.3 points from standard to 105. Also our white population increased from 83.2 points from standard to 107.3.

ELPAC (Summative Assessment)

MVH had a slight decrease in overall ELPAC scores going from 44% of students being moderately to well developed to 42.1%.

ELPAC oral language and written language scores also had slight decreases across all performance levels.

MVH has 57.6% EL students making progress towards having moderately or well developed language skills.

Goal: Increase the overall ELPAC scores by at least 3% compared to the previous year by Implementing interventions for students who are below proficient levels and continue to provide professional development opportunities for teachers to enhance their strategies for English language learners (ELLs). MVH Targeted Intervention Teacher will continue with progress monitoring to track individual student growth in English proficiency.

Goal: Increase the percentage of EL students making progress towards English language proficiency by continuing to offer PD that implements differentiated instruction strategies to meet the diverse needs of EL students. Provide additional support services, such as tutoring or after-school programs, focusing on language acquisition and academic content. Implement interim ELPAC testing for EL students (starting semester 1 up until the SBAC test). This could be completed during tutoring after school, Saturday school, and in ELD classes and lastly collaborate with families to create a supportive home environment for

		language development, including providing resources and workshops on language learning.
College Career Indicator (High School)	The California Dashboard show a green indicator for College and Career and our class of 2025 increased by 16.7% from the previous year. The college and career indicators for the class of 2025 stated that 51.2% of students are college and career ready and 20.6% are approaching. Our English language learners college preparedness increased by 15.4% from the previous year.	California Dashboard states that 28.1% of students are not prepared for college/career of their choice The college and career indicators for MVH subgroups showed a 21.1% college preparedness for students with disabilities. Even though this was a 7.9% increase from the previous year, this is a subgroup that we will continue to support.
Chronic Absenteeism	In the 2024-25 school year MVH overall had a 52% of satisfactory attendance, 28% of at risk attendance, and 20% of students who fell under the chronic absenteeism category. ELs (including both LTELs and STELs): had a 48% of satisfactory attendance, 27% had at risk attendance, and 25% were chronically absent. LTELs had 45% of satisfactory attendance, 26% had at risk attendance, and 25% of students fell under the chronic absentee category. STELs had 52% of satisfactory attendance, 29% had at risk attendance, and 19% had chronic absenteeism this is slightly up from 2023-24 which was at 17%. SWDs: 45% have satisfactory attendance, 22% have at risk attendance, and 32% with chronic absenteeism which is also slightly up from the 2023-24 school year which was at 30%. Foster Students: 50% have satisfactory attendance, 25% had at risk attendance, and 25% had chronic absenteeism. Homeless students: 41% had satisfactory attendance, 9% have at risk attendance, and 50% have chronic absenteeism. Socially Disadvantaged students: 50% have satisfactory attendance, 28% have at risk attendance, and 22% fell under the chronic absenteeism category. ADA rate for the school year thus far is 92.15% without recovery which is comparable to the district rate of 92.90%. With ADA recovery, MVH is at 93.35%	Reduce the chronic absenteeism rate for LTELs of 25% by 2%. Reduce the chronic absenteeism of SWD which is at 32% by 2%. Homeless students have the highest rate of chronic absenteeism of all of the subgroups. 50% of homeless students fall under the chronically absent. Reduce chronic absenteeism for homeless students by 2%. Goals on reducing chronic absenteeism: Continue to implement engaging curriculum in the classroom, continue to communicate with parents/guardians, and continue to create a positive school culture.

which is slightly lower than the district average at 93.69%. MVH is placed 7th highest of twelve high schools in the district.

Graduation Rate (High School)

MVH had a slight decrease in the graduation rate from the previous school year, going from 91.2% to 88.7%.

Breakdown of Graduation Rate by significant subgroups:
English learners 79.7%, Hispanic 87.8%, Long term English Learners 84.2% and socioeconomically disadvantaged 88.4%.

In order to improve our graduation rate, we will continue to offer before and after school tutoring, Credit Recovery, on site APEX classes and Summer school to provide support for students to make up their missing credits.

Suspension Rate

This 2025-2026 school year MVHS continues to implement restorative practices progressive discipline. MVHS has invested in a RP teacher to coach students in managing emotions and conflict.

In the previous 2024-25 school year there were 54 student suspensions. The 2023-24 school year had 41 suspensions and the 2022-23 school year had a total of 59 suspensions. This current 2025-2026 school year, we currently have a total of 38 suspensions.

MVH targeted group for this upcoming 2026-2027 school year will be our incoming 9th grade class.

MVH Foster/Homeless youth suspension rate was of 8.54%. MVH will continue to work with and provide additional resources to our foster and homeless students.

Another subgroup to work with will be our 9th graders. This grade level is being suspended at a higher rate than the other grade levels.

AP Exams (High School and Granger)

We have seen a steady growth in the number of students taking AP exams. In the 2021 - 22 school year we had 203 students, then in the 2022 - 23 school year we had 227 students and this past school year we had 243 students who took an AP exam. Which has been a 20% increase since the 2021-22 school year.

Our number of AP exams taken has also increased from 358 exams taken in 2021-22, 435 exams in 2022- 23, and 505 exams taken in the 2023-24 school year. Which has been a 41% increase since the 2021-22 school year.

In 2023 - 24, MVHS had a 38 % increase in the number of STEL's taking an AP exam and a 20% increase in the pass rate of STEL's taking an AP exam from the previous year.

In the 2023-24 school year, there was a total of 243 students taking AP exams with a total of 44% students scoring a 3 or higher. 43% of socioeconomically disadvantaged students and 67% of our English learners passed the AP exam with

MVH needs to continue to be intentional about improving access to our rigorous courses and encourage students to take the AP exams.

MVH African American population is 2.4% and 1.3% are taking AP classes. An area of growth is to ensure that students of color have access and are encouraged to take advanced courses.

In 2023-24, MVHS had a decrease in enrollment in AP classes by LTEL's with 12%. There was a decrease of 7% from the 2022-23 school year. In 2021-22 MVH had an increase in enrollment in AP classes by English learners. 19% of LTELs and 33% of STELs. in the 2023-2024 school year, there was a 8% increase of Hispanic/Latino taking AP classes from 19 to 27%. STEL dropped 7% from 33% to 26% and LTEL's from 19% to 11% for a 8% decrease.

a score of 3 or higher.

We saw an increase in our 2023- 24 AP exam participation by Ethnicity. African American AP participation increased by 100% (doubled), Asians increased 19%, White increased 22% and Hispanic increased by 5%.

PSAT/SAT Participation (High School)

Sweetwater Union High School district made taking/offering the PSAT on a voluntary basis. This has given the student population interested in taking the PSAT a more focus oriented approach. MVHS PSAT student number for the 2023-2024 school year was 55 and the 2024-2025 was 12.

MVH PSAT will recruit from the current ELA classes in addition to sending emails to teachers, students, and parents. A big challenge is that the PSAT is now on a Saturday because it allows normal school operation but it does affect the student participation.

Grades (D and F Rate)

MVH saw a 4.6% decrease in the overall D/F rate, going from 23.5% in S1 of 24-25 to 18.9% in S1 of 25-26. Our English learners had a 10.2% decrease in their overall D/F rate going from 43.3% in S1 of 24-25 to 33.1% in S1 of 25-26. Our students with disabilities had a 7.8% decrease in their overall D/F rate going from 32.9% in S1 of 24-25 to 25.1% in S1 of 25-26.

However, Homeless and Foster Youth had an increase in D/F rate. In 2024-25 the rate was 41.7% and in 2025-26 it increased to 54.5%.

Priority	Greatest Needs	Root Cause(s)
1	D and F rates need to be addressed for all student groups. However, Homeless and Foster Youth had an increase in D/F rate. In 2022-23, the rate was 65.4% and in 2023-24 it increased to 72.7%.	Even though there was an increase in student connectedness. 48% of 9th graders responded feeling school connectedness compared to a 40% in the 23-24 school year. 11th graders had a larger improvement of 48% of respondents feeling a sense of school connectedness compared to the 39% in the 23-24 school year. The sense of connectness and student feeling they are having meaningful participation at school can improve for a students.
2	Reduce the chronic abseteeism rate for LTELs of 25% by 2%. Reduce the chronic absenteeism of SWD which is at 32% by 2%. Homeless students have the highest rate of chronic absenteeism of all of the subgroups. 50% of homeless students fall under the chronically absent. Reduce chronic absenteeism for homeless students by 2%.	Chronically absent students have been identified and students in short term independent studies have been properly coded. Attendance coordinator and administration have been systematically conducting home visits to locate and properly code student absences.
3	ELA SBAC scores for the 284 students that tested was 6.7 points below the standard. It overall declined by 19.2 points. - English Language Learners are 111.4 points away from standard, a decline of 54.4 points. - Students with Disabilities are 119.1 points away from standard, a decline of 52.2 points.	MVH had a slight decrease in overall ELPAC scores going from 44% of students being moderately to well developed to 42.1%.ELPAC oral language and written language scores also had slight decreases across all performance levels. MVH has 57.6% EL students making progress towards having moderately or well developed language skills.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Excellence in Teaching and Learning
LEA/LCAP GOAL:
Goal 1 Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
SCHOOL GOAL #1:
Effective Initial Instruction that leads to student engagement and mastery through a lens of equity.
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.

ROOT CAUSE:

Mar Vista High School continues to serve a diverse student population, including many students who experience trauma and emotional challenges that impact academic performance, engagement, and overall well-being. Chronic absenteeism also remains a significant concern, as it limits students' access to high-quality first instruction and opportunities for academic growth. In response, the school continues to address WASC recommendations focused on strengthening first best instruction across all classrooms through ongoing PLC collaboration centered on data analysis, common formative assessments, and summative assessments to improve instructional practices and student outcomes.

Additionally, MVH will continue to increase student exposure to academic language and assessment formats aligned with the Smarter Balanced Assessments. Teachers will incorporate online practice assessments in both English and Mathematics to build student familiarity, confidence, and readiness for state testing. The school will place a strong emphasis on improving outcomes for student groups identified in red on the California Dashboard, indicating the lowest levels of performance. In ELA, these groups include Long-Term English Learners (LTELs) and Students with Disabilities (SWD). In Mathematics, identified student groups include English Learners (ELs), Hispanic students, and Socioeconomically Disadvantaged students.

FALL 2025 GRADES

Fall 2025 PR1: D/Fs were at 47%. For PR2 there was an increase in the D/F at 53%. Final grades had 44%, a decrease from both PR1 & PR2.

LTELs- There are 97 students who are classified as LTELs. Out of those 97 students 83% of them received a D/F in PR 1 and there was an increase to 94% of D/Fs for PR2. At the semester grades all 97 of LTELs received at least one D or F increasing the percentage to 100%.

STELs- There are 57 students who are classified as STELs. Out of those 57 students 91% received a D/F in PR1. PR2 had an increase in D/Fs at 96%. At the semester grades all 57 STELs had at least one D or F, bringing the percentage to 100%.

SWD- There are 76 students who are classified as SWDs. Out of those 76 students 80% received a D/F in PR1. PR 2 had a dramatic increase of D/Fs at 92%. At the semester grades all 76 SWDs had at least one D or F, bringing their percentage to 100%.

PR1 LTELs Math- 19.7% had an F.

PR 1 STELs Math- 28.7% had an F.

SPRING 2026 GRADES

Spring 2025 - PR 1 out of 1,122 students, 55.17% rate of D/Fs while PR 2 had a slight decrease in the D/F rate at 52.67%.

Spring 2025- had an increase in the number of SWDs compared to Fall semester. SWDs had increased of 20 students from Fall 2024 to Spring 2025 bringing the total to 104. For PR1 the D/F rate for SWDs was at 100%. PR2 had a significant decrease in the D/F rate at 84.62% for SWDs. Spring semester saw the number of LTELs increase from 135 to 147. For PR1, LTELs had a D/F rate of 78.91% and had a slight decrease for P2 at 76.87%. For Spring 2025, MVH has 126 STELs. For Spring PR1, STELs had a 64.29% D/F rate. PR2 for STELs had a decrease in the D/F rate at 57.94%. There are 30 students who fall under the realm of SWD and ELs. These students have remained stagnant in the D/F rate at 63.33% for both PR1 and PR2.

IAT (INTERVENTION ASSESSMENT TEAM)

Purpose of this team is to focus on 10th grade students. The team is made up of the restorative practice resource teacher, title 1 resource teacher, attendance coordinator, counselor, and an administrator. The team evaluates student academic, social and behavioral needs and creates an individualized support plan. The team has met on September 4, 2025, November 20, 2025, February 19, 2026, and March 17, 2026.

ILT (INTERVENTION LEADERSHIP TEAM)

Purpose of this team is to look at data and establish systems of support that will address learning gaps. The team is made up of various resource and specialist teachers. Data resource teacher, title 1 resource teacher, ELD resource teacher, Social Science and Science literacy specialists, and English, Math, and Science resource teachers. The team has met 7 times. On September 18, 2025, October 23, 2025, December 17, 2025, January 22, 2026, February 19, 2026, March 19, 2026, and April 23, 2026. The last ILT meeting is scheduled as a pullout on May 21, 2026 to develop the PD for the first day of the 2026-27 school year. The priority will be assessment for learning.

SD9UP (SDCOE)

The primary goal is to increase the percentage of 9th grade students who are on track for high school graduation. Specific aims include improving GPA scores, reducing the number of D/F grades in core subjects like English language arts and math, and fostering better student-teacher relationships. MVH had its first informational meeting on March 17, 2026 and were officially accepted to participate in the program on April 22, 2026 at the Lunch and Launch Training. The team is made up of English, Math, Science, P.E., Social Science teachers, an administrator, counselor, and title 1 resource teacher. Implementation will begin at the start of the 2026-27 school year.

SST (STUDENT SUCCESS TEAM)

Focus on EO students who are deficient in credits. An administrator, title 1 resource teacher and counselors make up the team. A small group of students are selected and after student interview, classroom teacher feedback, and parent communication the team will create a tailored intervention plan to support the selected students. The team has met on April 27, 2026 and May 5, 2026. The next meetings are scheduled for May 12, 19, & 26, 2026.

CREDIT RECOVERY

FALL 2025:

Social Science credit recovery session had 6 students attend, 5 students earned a credit.

Science credit recovery session had 5 students, and all 5 students earned a credit.

Math - credit recovery had 15 students and 13 of those students earned a credit.

SPRING 2026

Social Science- credit recovery session had 11 students, 10 earned a credit.

Chemistry

English - 7 students earned a credit.

Math- credit recovery session has 13 students

Biology

SUMMER BRIDGE PROGRAM

A two day event scheduled for July 15 & 16, 2026. The orientation is designed to welcome 9th graders and prepare them for high school. There will be four workshops for students to attend, covering topics such as vaping prevention presentation, healthy relationships presentation, Wish Well (mental health), and some fun art. Parents of 9th grade students will have parent orientation as well. Team is made up of teachers, title 1 resource teacher, administrators, ASB and Link Crew students.

Measuring and Reporting Results

Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
MVH will see a reduction in the number of students receiving a D or F in math and science.	Fall 2024 Semester Grades in science had a D/F rate of 19.0% that is a reduction of 13% and math had a D/F rate of 18.8% with a reduction of 10%. Outcomes far exceeded the desired outcome for 2024-25.	MVH will see a 3% reduction in the overall science and math D and F rate by the semester 1 grades.		
MVH will see a reduction in the 9th grade D/F rate for Fall Semester. Data insights D/F rate charts will be used to measure growth.	The final 2024 S1 9th grade D/F rate was 83%. An increase of 3.18%.	Desired outcome for the 2025-26 school year will be a 4% reduction in the 9th grade S1 D/F rate.	The D/F rate at the end of Fall 2025 was 73.5%. A decrease of 11% from 2024-25. The outcome far exceeded the desire outcome.	Desired outcome for the 2026-27 school year will be a 4% reduction in the 9th grade S1 D/F rate.
MVH will have an increase in the number of credits earned by students attending credit recovery sessions.	Fall 2024- 10 courses were offered and 27 credits were recovered. Spring 2025- 5 courses were offered and 12 credits earned.	Increase the number of credits recovered by 10 per semester.	3 credit recovery courses offered during Fall 2025- 23 credits earned. Outcome exceeded the desired outcome.	Increase the number of credits recovered by 10 per semester.
MVH will increase passing rates in ELA for ELs with an emphasis on LTELs and SWD as measured by progress monitoring and semester grades.	2024 CA Dashboard data identified LTELs and SWD in the low level (orange) status.	LTEL and SWD student groups will improve performance in ELA on the CA Dashboard from the current performance level low (Orange) status to medium (yellow) status.	2025 CA Dashboard data identified LTELs and SWD as underperforming (red) student groups in ELA. There was a drop for these student groups from low level (orange) status to lowest performance status (red).	LTEL and SWD students will demonstrate academic growth in ELA by improving data status in the CA Dashboard to low level (orange).
MVH will increase passing rates in Math for ELs, Hispanic, and Socioeconomically Disadvantaged students as measured by progress monitoring and semester grades.	2024 CA Dashboard data identified ELs, Hispanic, and Socioeconomically Disadvantaged students in the lowest level of underperforming (red) in Math.	ELs, Hispanic, and Socioeconomically Disadvantaged students will improve in performance in Math on the CA Dashboard from the current underperforming level (red) to the low level (orange) status.	2025 ELs, Hispanic, and Socioeconomically Disadvantaged students were static in their underperformance (red) status in Math according to the CA Dashboard.	Student groups- ELs, Hispanic, and Socioeconomically Disadvantaged students will improve math outcomes and move toward Low (Orange) performance status on the CA Dashboard.

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.2 Supplemental staffing ensures support for teaching and learning.	All activities must be based on an identified need.					
- Resource teacher to increase access to academic support in core class. (NEW)	Staffing 1.2.1 The MVH Site Curriculum Specialist Resource Teacher (Core Content) will provide PD to PLCs to support the implementation of rigorous and relevant lesson planning across all core content areas. PD will focus on intentional instructional strategies that promote student engagement, student-centered learning, and high-quality first instruction. Additional emphasis will be placed on supporting student groups identified with the highest needs based on CA Dashboard performance indicators. In ELA, targeted student groups include LTELs, & SWDs. In Math, targeted student groups include ELs, Hispanic students, and Socioeconomically Disadvantaged students. This support aligns with WASC finding and will be supported through a 0.2 FTE position.	Site Curriculum Specialist Resource Teacher (Core Content)	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	30034
- Extend library/media centers hours and resources in order to support all students before and after school, including student athletes.	1.2.4 MVH will purchase supplementary reading materials to expand library options for students. Materials to include A/V and/or texts. Materials that support/promote positive school culture and self-identify such as antibullying, LGBTQIA+ materials, and culturally affirming materials. The library will also extend its hours and provide extra-duty pay for additional time.	Supplementary Materials for School Library	School wide	Supplies	S/C Lib. Inst. Mat. 224	12040
		Extra duty hours for library	School wide	Extra Duty	S/C Lib. Extra Dty 325	10000
- Site AVID coordinators will work with site administrators and counselors to implement the AVID program including recruiting college tutors from local colleges and universities.	1.2.5 MVH will provide a bus transportation for AVID students to visit local colleges to directly support and foster a college going culture and career readiness. Providing an opportunity for students to experience college life, learn about academic programs available, and network with current college students and staff. MVH will provide supplemental class field trips. Field trips must be related to subject matter, class standards, and curriculum. Excursions and field trips are an integral part of the students' educational experience.	Transportation for AVID field trip (bus)	Unduplicate d Student Groups	Transportati on	3010 Title I 419	5000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
1.3 Targeted/Supplemental interventions provide support for teaching and learning to unduplicated student groups:	All activities must be based on an identified need.					
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.4 MVH administrators, TRT1, teachers, counselors, and staff will participate in ongoing PD opportunities to ensure all students are supported by highly qualified and knowledgeable staff. PD opportunities may include, but are not limited to, AP By the Sea, SDCOE professional development, CPM Conferences for Math, NGSS trainings for Science, AVID Summer Institute, NCTE conferences, and CARPE CounselorCue. Substitute coverage will be provided to allow teachers to attend conferences, workshops, and trainings. The knowledge, strategies, and insights gained from these learning opportunities will benefit all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. In ELA, these student groups include LTELs and SWD. In Math, identified student groups include ELs, Hispanic, and Socioeconomically Disadvantaged students. Teachers will use the strategies and resources gained through PD to strengthen instructional practices, increase student engagement, and improve academic outcomes for these targeted student populations.	Instructional Leadership Team - Resource Teachers	School wide	Extra Duty	3010 Title I 419	4500
		Pullout Days	School wide	Substitutes	S/C Pullout PD 402	14901
		Professional Development	School wide	Travel (PD)	3010 Title I 419	40000
		PLC Meeting and Planning	School wide	Extra Duty	3010 Title I 419	3000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Professional development is continually provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, and technology enhanced instruction.	1.3.5 MVH will continue strengthening PLC work by providing opportunities for teachers to participate in learning walks and peer classroom observations to model effective lesson design and instructional practices in action. This work aligns with WASC findings recommending increased peer observations connected to PLC collaboration. The strategies, knowledge, and insights gained through these professional learning opportunities will support all students while also targeting student groups identified with low academic performance on the CA Dashboard. In ELA, targeted student groups include LTELs and SWD. In Math, targeted groups include ELs, Hispanic, and Socioeconomically Disadvantaged students. Teachers will apply the instructional strategies and resources gained through observation to strengthen classroom instruction, increase student engagement, and improve academic outcomes for these student groups.	Teacher Extra Duty	School wide	Extra Duty	3010 Title I 419	5000
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.6 MVH will utilize school facilities for extended-day, Saturday and Intercession programs to support students mastery of core content areas.	Custodial Supplies	School wide	Supplies	S/C Custodial 111	1000
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.7 MVH students not meeting the required level of standards mastery in core content courses will participate in an intervention program (Credit Recovery) in order to improve grades in A-G courses and/or recover credits necessary for graduation. Extra duty for tutoring and planning also included.	Credit Recovery	School wide	Extra Duty	S/C Inter. 315	20000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.8 MVH will continue to implement morning and after school tutoring sessions. Targeting but not limited to ELs, SpeED, and H/FY. The goal of the tutoring sessions is to have students meet the required level of standards mastery in core content courses. Students in the subgroups will be monitored by the intervention team (TRT 1, CRF, and Attendance Coordinator). Parents will be notified and students will be provided with resources, counseling, and plans to improve their grades in core subjects. Tardy clearance study sessions will also be available to support students who are at risk of being chronically absent.	Teacher Extra duty Teacher Extra Duty	School wide School wide	Extra Duty Extra Duty	S/C Inter. 315 3010 Title I 419	14865 20549
- Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	1.3.9 MVH will ensure that students have access to a variety of classroom strategies, including but not limited to the following, manipulatives, graphing and poster paper, scientific calculators, speakers, document cameras, balances, Hovercams, projectors, Screenbeams, panels, headphones, ink cartridges, printers, printing paper, and planners, microphones. MVH to build academic rigor and educational advancement while increasing content mastery. These learning opportunities will benefit all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. In ELA, these student groups include LTELs and SWD. In Math, identified student groups include ELs, Hispanic, and Socioeconomically Disadvantaged students.	Supplies Technology	School wide School wide	Supplies Supplies	3010 Title I 419 3010 Title I 419	33887 15000
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.10 MVH will provide academic support through Saturday academies for students to address learning gaps as well as accelerate achievement in all students, but specifically targeting LI, EL, SPED, and FHY students. Teachers will assist students with academic enrichment and an increase in content mastery.	Teacher Extra Duty	School wide	Extra Duty	S/C Inter. 315	20000
- Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	1.3.11					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	1.3.12 MVH will provide supplemental class field trips. Field trips must be related to subject matter, class standards, and curriculum. Excursions and field trips are an integral part of the students' educational experience.	Field Trips/Excursions	School wide	Transportation	3010 Title I 419	
- Ensure additional academic support to students through integrated and extended day/week/year interventions. (Site Intervention Services)	1.3.13 MVH will provide AVID tutors to support students, targeting ELs, LI, FHY, and SpEd, focusing on mastery in cored subjects. This will be embedded within the school day.	AVID Tutors	Unduplicated Student Groups	Personnel (FTEs or Hrs)	S/C AVID Tutors 332	20222
1.4 Specific services and programs are available to meet the different academic needs and profiles of English Learners.	All activities must be based on an identified need.					
- Assist students by providing supplemental staffing to support the needs of English learners.	Staffing 1.4.1 Targeted Support Resource Teacher (TRT1) will focus on monitoring and supporting ELs, SWD, H/FY. Efforts will include tracking academic progress, attendance, and grades. Coordinating targeted intervention systems to improve student outcomes. Will establish systems to document and communicate student growth with teachers and families, and regularly review student progress. These efforts will benefit all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. In ELA, these student groups include LTELs and SWD. In Math, identified student groups include ELs, Hispanic, and Socioeconomically Disadvantaged students. progress with administration to develop additional academic and social-emotional supports. 0.4 FTE	Targeted Support Resource Teacher 0.4 FTE	English Learners	Personnel (FTEs or Hrs)	3010 Title I 419	48647

LCAP Actions/Services	Site Actions	Proposed Expenditure(s) and Population Served				
		Description	Student Population Served	Type	Funding Source	Amount
- Assist students by providing supplemental instructional materials specific to supporting English language acquisition for English learners.	1.4.4 MVH staff will have access to software and online platforms to assist in learning and increase mastery of content. Individual subscriptions are described below: MVH Ethnic Studies and World History teachers will use publications "Up Front " magazine to access supplemental materials that will support with literacy standards and allow for more effective differentiated instruction to support ELs and SWDs. All MVH teachers will have access to Kami digital platform to integrate digital annotations and live peer and teacher review capabilities and support literacy standards for EL students. All MVH Math teachers will have access to Deltamath's digital platforms (Integral or Plus) to facilitate online learning and practice and support mathematics standards for EL students. An upgrade to Delta Math Integral will ensure that EL students receive more individualized and differentiate activities. All MVH teachers will have access to PearDeck (Go Guardian) to engage students and increase structure student interaction. Teachers can take assessment of learning in real-time to prepare for and respond to individual student needs. All MVH teachers will have access to Ed Puzzle digital platform to integrate digital review strategies and tools to support literacy standards for EL students. Teachers who are teaching the new Ethnic Studies course will have access to Teachers Pay Teachers for supplemental instructional material.	Software Licences	School wide	Contracts/Services	3010 Title I 419	20000
- Assist students by providing supplemental staffing to support the needs of English learners.	1.4.5 MVH will host a Summer Bridge Program for incoming 9th-grade school wide students. Supplies will be purchased to prepare student success at the onset of their 9th grade. Extra duty pay for teachers participating in the program.	Teacher Extra duty Supplies	School wide School wide	Extra Duty Supplies	3010 Title I 419 3010 Title I 419	2000 1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Equity, Climate, and Culture
LEA/LCAP GOAL:
Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.
SCHOOL GOAL #2:
Create a positive climate and culture through an equity lens. MVH restorative teacher will continue to train teachers to be linguistically and culturally sensitive to all student populations and administration will implement an online referral system to monitor discipline equity.
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.

2025-26 STUDENT NEEDS ASSESSMENT RESULTS

79 students completed the Student Needs Assessment. Of the 79 students, 19% were seniors, 30.4% were juniors, 21.5% were sophomore, and 29.1% were freshmen. 60.8% of students responded feeling "somewhat confident" in their ability to succeed in their classes. 34.2% reported feeling "very confident" in their ability to succeed in their classes. A small percentage at 5% reported feeling "not very confident" in their ability to succeed in their classes. 67.1% of student responded feeling that their voice is "sometimes" heard at school, 20.3% reported feeling like their voice is "always" heard and 12.7% of students reported feeling that their voice is "never" heard. 72.2% of students responded feeling that students and staff on campus are "sometimes" respectful, 26.6% feel that students and staff on campus are "always" respectful and a small percentage at 1.2% reported feeling that students and staff on campus are "never" respectful.

2025-26 TEACHER NEEDS ASSESSMENT RESULTS

24 out of 65 teachers responded to the survey. 45.8% of respondents stated using data "weekly" to inform instruction, 33.3% responded "occasionally" using data to inform instruction and 16.7% responded using data on a "daily" basis to inform their instruction. 70.8% of teachers responded they would benefit from professional development on how to support struggling students would be most beneficial. 50% of teachers who responded they would describe the school climate at "positive" , 8.3% would describe the school climate as "very positive" and 41.7% would consider the school climate as "neutral". 41.7% of teachers who responded feel "valued and respected" as a staff member, 37.5% responded feeling "highly valued and respected", and 20.8% responded feeling "slightly valued". 50% of teachers who responded feel "very supported" by school leadership", 41.7% responded "somewhat supported" , and 8.3% teachers who resonded feel " slightly supported or not supported" by school leadership.

CULTURE AND CLIMATE COMMITTEE

The Culture and Climate Committee has been meeting regularly to analyze the culture and climate at Mar Vista High School, and its findings are being implemented through the school's various systems of support to improve student engagement, connectedness, and overall school environment. The committee consists of 8 teachers and 2 administrators .

During Fall 2025, the Climate and Culture Committee met on August 20, 2025, and November 12, 2025. The committee currently consists of 8 teachers and 2 administrators who collaborate to review school climate data, identify areas of need, and support initiatives that promote a positive and inclusive school culture. The Climate and Culture Committee met twice in fall 2025, on August 20, 2025 and November 12, 2025.

RESTORATIVE PRACTICE RESOURCE TEACHER

Restorative Practice teacher is working directly with developing leadership with African American Students through the AAU club. These students are serving as mentors to underclassmen with the intent to build a strong connection to MVH. Students who are referred to the Assistant Principals' office are given the opportunity to participate in Teen Court, a restorative practice program led by a court of their peers. During the process, peers and a peer judge will review the situation and determine appropriate consequences and restorative actions for the student. These may include attending tutoring to improve academic performance, completing community service hours, or participating in other supportive interventions aimed at promoting accountability, reflection, and positive decision-making.

CALMING CORNER WORKSHOP (SDCOE)

Workshop was set up by restorative practice resource teacher. 8 teachers and 1 administrator participated in the workshop. The purpose of the workshop was to provide strategies to use in the classroom to help dysregulated students. Participants received fidgets and manipulatives for students to use and posters with positive and encouraging messages.

COMMUNITY SCHOOL STEERING COMMITTEE

MVH was granted a \$1.9 million grant for the next 5 years. A requirement under Community Schools is a Steering Committee. Currently the committee is made up of teachers, classified staff, administrators, parents and community members. The Steering Committee has met 4 times in Spring 2026, on January 21, 2026, February 11, 2026, March 4, 2026, April 8, 2026 and the last meeting is scheduled for May 13, 2026.

CHRONIC ABSENTEEISM

For the 2025-26 school year 18% of MVH students were considered chronically absent that is a total of 202 students out of the 1,112 student population.

29% of LTELs are considered chronically absent (42 out of 143 students who are classified as LTELs).

STELs have a lower percentage of chronically absent, at 13% (14 out of the 107 students who are classified as STELs).

Out of the 4 students classified as Foster, 75% (3 students) are identified as chronically absent.

Out of the 13 students classified as Homeless, 23% (3 students) are identified as chronically absent.

There are 708 students who are classified as socioeconomically disadvantaged, out of those 708, 21% (148 students) are identified as chronically absent.

165 students are classified as SWDs, 18% (4 students) are identified as chronically absent.

SUSPENSION RATE

Out of 12 high schools in the district, MVH ranks 6 with a 3.11% (41 students) suspension rate for the 2025-26 school year.

Measuring and Reporting Results

Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
MVH will see an increase in participation of at risk students in Clubs/Activities and After School Programs by 36%. ASSETS attendance data will be collected to measure growth.	Fall semester had 9,963 students participate in ASSETS activities. Thus far, Spring semester has 8,844. ASSETS numbers will close at the end of summer school in June 2025, thus adding more students to its list of participants.	Increase the total number of students participating by 100 per semester.	ASSETS FALL 2025- had 11,851 students participate in their after school programs. Thus far, (May 2025) ASSETS SPRING 2026 has 8,331 students participate in their after school programs. Total of 20,182 student participants. An increase of 1,375 student participants. Outcome far exceeded the desired outcome.	Increase the total of students participating by 150 students per semester.

MVH will continue to improve attendance data by reducing chronic absenteeism by 2% and improving overall attendance by 2%. Data insights attendance data will be used to measure growth.	Chronic Absenteeism for all students is at 20%. English Learners: 25% Students with Disabilities: 32% Black or African American: 29% Hispanic or Latino: 21%	Reduce chronic absenteeism for subgroups by 2%.	Chronic Absenteeism for all students is 17% (187 students). Chronically Absent students: LTEs-28% (40 students) STELs- 13% (14 students) SWDs-44% (27 students) Black or African American -18% (4 students) Hispanic or Latino- 18% (157 students) There was a 3% decrease in chronic absenteeism from 2024-25 to 2025-26.	Reduce chronic absenteeism for student groups by 2%.
MVH will focus on using Restorative Practices and Social Emotional learning to reduce the suspension rate. Suspension data in infinite campus and data insights will be used to measure growth.	Suspension rate for 9th and 10th grade declined by 1%. Bringing the overall percentage to 2.6%.	Reduce the overall school suspension rate by 1%.	Suspension rate for all students is at 3.11%. Increasing the percentage by 0.5.	Reduce the overall school suspension rate by 1%.

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
Goal 2-Reach metric goals regarding attendance	All activities must be based on an identified need.					
- Increase attendance - Address chronic absenteeism - Decrease dropout rate	Staffing 2.1.1					
2.2 Supplemental staff and services ensure a safe and healthy learning environment for all students:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Resource teacher to provide students and staff with appropriate skills in order to provide an optimal learning environment for students and staff.	2.2.4 MVH will continue to maintain the Climate and Culture Committee to identify schoolwide areas of need and plan PD and activities that strengthen campus culture and student engagement. The committee's work will support positive school climate initiatives and improve learning environments for all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. These student groups include ELs with an emphasis on LTELs, SWD, Hispanic, and Socioeconomically Disadvantaged students.	Extra duty for certificated and classified	School wide	Extra Duty	3010 Title I 419	6000
2.3 Systematic support for all students to build a culture of equity:	All activities must be based on an identified need.					
- Continue to provide training for site personnel to appropriately respond to unduplicated students in crisis, social emotional needs, conflict resolution referrals, victims of bullying, social media, etc.	Staffing 2.3.1 The MVH Restorative Practice Resource Teacher promotes student safety, equity, and positive school culture by supporting students who are academically disadvantaged through the development of learning and social-emotional skills such as listening, collaboration, and team building. The position supports schoolwide climate initiatives and helps create positive learning environments for all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. These student groups are ELs with emphasis on LTELs, SWD, Hispanic, and Socioeconomically Disadvantaged students. 0.2 FTE	Personnel 0.2 FTE	School wide	Personnel (FTEs or Hrs)	3010 Title I 419	29041
	2.3.6					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement
LEA/LCAP GOAL:
Goal 3 Foster and honor parent/guardian and community engagement to support excellence in each student’s success.
SCHOOL GOAL #3:
Improve communication between the school and parents/community via district and site websites and resources.
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.

ROOT CAUSE

Many parents of English Learners may not have a strong understanding of the educational system of the U.S. or know the best ways to support their children academically. In addition, some parents may have limited English proficiency, making it difficult to understand the academic content. Based on parent surveys and discussions with ELAC, parents have expressed a desire for more opportunities to support their students through workshops, guest speakers, and informational sessions. These opportunities are intended to increase parent involvement, strengthen home-school connections, and empower families to actively participate in their child's education.

PARENT/GUARDIAN NEEDS ASSESSMENT RESULTS

PARENT CENTER COMMUNICATION FALL 2025

July: 29 parents in person and 25 parent phone calls

August: 25 in person and 30 parent phone calls

September: 13 in person and 30 phone calls

October: 5 in person and 30 phone calls

November (thus far) 2 in person

PARENT EVENTS FALL 2025

July 16, 2025: 9th Grade Parent Orientation-45 parents

July 17, 2025: 9th Grade Parent Orientation-34 parents

August 13, 2025: Back to School Night/ Title 1 meeting-42 parents

August 28, 2025: Senior Parent Night-12 parents in person and 74 virtual

September 3, 2025: Parent AVID Night-Teen Rise Foundation- 20 parents

September 5, 2025: Coffee With The Principal & ELAC-25 parents in person and 8 virtual

September 18, 2025: Parent Night Freshmen and Sophomore- 18 in person and 15 virtual

October 30, 2025: Coffee with the Principal- 5 parents and 3 virtual

November 4, 2025: ELAC & Reclassification Ceremony-5 parents

WISH WELL FAMILY CIRCLES FALL 2025

Focus on strengthening parent/child bond and strategies to boost communication.

Session #1 on October 9, 2025 had 9 families participate.

Session #2 on October 14, 2025 had 4 families participate.

Session #3 on October 21, 2025 had 8 families participate.

Session #4 on October 28, 2025 had 8 families participate.

PIQE VIRTUAL WORKSHOPS (BRIDGE TO COLLEGE) FALL 2025

Session #1 on October 16, 2025 had 40 families participate.
 Session #2 on October 23, 2025 had 28 families participate.
 Session #3 on October 30, 2025 had 40 families participate.
 Session #4 on November 6, 2025 had 40 families participate.

Measuring and Reporting Results

Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27
The parent education program will grow by 10%. Attendance/sign in sheets and parent survey responses will be collected to track growth.	1 McAllister training was offered in the Fall semester during a Coffee with the Principal meeting. 10 parents participated.	Offer 1 McAllister training in the Fall and 1 in the Spring with a minimum of 15 parents.	McAllister training was offered in the Fall semester and 25 parents attended in person and 8 parents attended via zoom. Outcome far exceeded the desired outcome.	Offer 1 McAllister training in the Fall and 1 in the Spring with a minimum of 25-35 parents.
A greater number (25% increase) of parents will participate in parent outreach/meetings. Attendance/sign in sheets and parent survey responses will be collected to track growth.	MVH hosted about 30 parent events. Again, ELAC had a low number of 3 at the first meeting and Future Mariner Parent Night also had a low turn out of 30 families. The rest of the events had a more consistent number between 9 and 50 participants.	Continue to offer multiple opportunities for parent participation and increase each event by 5 parents.	MVH offered multiple opportunities for parent participation. The number of parent participants was comparable to the baseline, with attendance varying between 9–50 participants depending on the event. Future Parent Mariner Night did show an increase in parent participation compared to the baseline, with an increase of 13 families, bringing the total attendance to 43 families.	MVH will continue to offer multiple opportunities for parent participation, with a goal of increasing participation to 15–60 participants depending on the event.

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
3.1 District base programs to foster parent and community engagement:	All activities must be based on an identified need.					

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Provide designated Parent Centers at district and site levels.	3.1.4 MVH will provide families with a Parent Center designed to create a welcoming environment for parents to participate in meetings, Title I trainings, workshops, and celebrations. The Parent Center will offer refreshments such as healthy snacks, coffee, and water to encourage family participation and engagement. Materials and supplies needed to operate an effective Parent Center may include colored paper, ink cartridges, banners, and other essential resources. In addition, the Parent Center will provide parents access to translators and computers to support participation in trainings and strengthen communication and involvement in their child's education.	Supplies for Parent Center	School wide	Supplies	3010 Title I Prnt. 403	2305
		Translators	School wide	Other	S/C Prnt. Invl. 403	750
		Refreshments	School wide	Supplies	S/C Prnt. Invl. 403	1200
3.2 Supplemental staff and services to enhance relations between district, schools, and community:	All activities must be based on an identified need.					
- Community Relations Facilitators at sites support student success and to enhance parent capacity.	Staffing 3.2.1 MVH will maintain Community Relations Facilitator to support and promote parent engagement, especially those parents of EL, SWD, and FY/H. The CRF will provide parent support accessing Jupiter Grades, Infinite Campus and volunteering opportunities, and will conduct one-on-one parent support. CRF will keep constant communication with families regarding family resources, training opportunities, school meetings, facilitate and assist with parent feedback. 0.5 FTE	Community Relations Facilitator	Unduplicate d Student Groups	Personnel (FTEs or Hrs)	3010 Title I 419	36074
		Extra Duty	School wide	Extra Duty	3010 Title I Prnt. 403	700
- Implement and support participation in parent trainings and institutes to support parent needs.	3.2.6 MVHS will provide parents with the opportunity to attend the local Mini-CABE conference, which offers academic and social-emotional learning (SEL) strategies to support their children, as well as the Feria conference, which provides learning opportunities for parents of children with special needs.	Parent Workshops	English Learners	Travel (PD)	3010 Title I Prnt. 403	1000

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
- Support staff will work with Parent to provide needed information regarding services/programs for EL, HI, FY, LI, and SWD.	3.2.7 MVHS counselors and TRT 1 will host parent meetings explaining A-G, graduation requirements, college applications, CAL Grad Plan, and financial aid assistance, SEL groups, and workshops. These learning opportunities will benefit all students and parents while also providing targeted support for students and families of groups demonstrating low academic performance on the CA Dashboard. These student groups include ELs with an emphasis on LTELs, SWD, Hispanic, and Socioeconomically Disadvantaged students.	TRT 1 Extra Duty	School wide	Extra Duty	3010 Title I Prnt. 403	371
		Counseling staff extra duty	School wide	Extra Duty	3010 Title I 419	2000
3.3 Opportunities for parents and community members to provide input on relevant issues that support all students' success.	All activities must be based on an identified need.					
- Site leadership will increase opportunities for parent and community input and awareness about district initiatives and site events.	3.3.4 MVH will maintain weekly newsletters for parents and community through a license with SMORE. The purpose of the newsletter is to promote programs, services, parent workshops, school and community information that will encourage parent involvement.	Smore Newsletter license	School wide	Contracts/Services	S/C Prnt. Invl. 403	1050

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Systems of Support				
LEA/LCAP GOAL:				
Goal 4 Develop coherent and transparent systems for excellence to support each student's success.				
SCHOOL GOAL #4:				
An Explanation of why the school has developed this goal and how it addresses the root cause and school needs.				
Measuring and Reporting Results				
Metric	Baseline 2025-2026	Desired Outcome 2025-26	Actual Outcome 2025-26	Desired Outcome 2026-27

LCAP Actions/Services	Site Actions	Proposed Expenditure(s)				
		Description	Student Population Served	Type	Funding Source	Amount
4.1 Systems continue to be in place that support student engagement and success:	All activities must be based on an identified need.					
4.3 Systems are in place that ensure highly qualified personnel are recruited and hired in a timely manner to support student success.	All activities must be based on an identified need.					

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 Budgeted for Strategies to Meet the Goals in the SPSA (Title 1)	\$334509
Total Funds Provided to the School Through the S/C LCAP	\$87637
Total Funds Provided to the School Through the Consolidated Application (Title 1, Carryover)	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 Funding Source	Funds Allocated by School Site in SPSA*
3010 Title I 419	\$301,732.00
3010 Title I Prnt. 403	\$4,376.00
S/C AVID Tutors 332	\$20,222.00
S/C Custodial 111	\$1,000.00
S/C Inter. 315	\$54,865.00
S/C Lib. Extra Dty 325	\$10,000.00
S/C Lib. Inst. Mat. 224	\$12,040.00
S/C Prnt. Invl. 403	\$3,000.00
S/C Pullout PD 402	\$14,901.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

* These numbers should equal total allocations to school site on next page

Subtotal of state or local funds included for this school: \$422,136.00

Total of federal, state, and/or local funds for this school: \$422,136.00

Budgeted Funds and Expenditures in this Plan

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

Total Allocations & Expenditures by Funding Source

Funding Source	Amount Allocated to Site	Balance (Allocations – Expenditures)
3010 Title I 419	\$301,732	0.00
3010 Title I Prnt. 403	\$4,376	0.00
S/C Custodial 111	\$1000	0.00
S/C Lib. Inst. Mat. 224	\$12040	0.00
S/C Inter. 315	\$54865	0.00
S/C Lib. Extra Dty 325	\$10000	0.00
S/C AVID Tutors 332	\$20222	0.00
S/C Prnt. Invl. 403	\$3000	0.00
S/C Pullout PD 402	\$14901	0.00

Total SPSA Expenditures by Funding Source

Funding Source	Total Expenditures
3010 Title I 419	301,732.00
3010 Title I Prnt. 403	4,376.00
S/C AVID Tutors 332	20,222.00
S/C Custodial 111	1,000.00
S/C Inter. 315	54,865.00
S/C Lib. Extra Dty 325	10,000.00

S/C Lib. Inst. Mat. 224	12,040.00
S/C Prnt. Invl. 403	3,000.00
S/C Pullout PD 402	14,901.00

Expenditures by Budget Reference or Type

Budget Reference	Amount
Contracts/Services	21,050.00
Extra Duty	108,985.00
Other	750.00
Personnel (FTEs or Hrs)	164,018.00
Substitutes	14,901.00
Supplies	66,432.00
Transportation	5,000.00
Travel (PD)	41,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracts/Services	3010 Title I 419	20,000.00
Extra Duty	3010 Title I 419	43,049.00
Personnel (FTEs or Hrs)	3010 Title I 419	143,796.00
Supplies	3010 Title I 419	49,887.00
Transportation	3010 Title I 419	5,000.00

Travel (PD)	3010 Title I 419	40,000.00
Extra Duty	3010 Title I Prnt. 403	1,071.00
Supplies	3010 Title I Prnt. 403	2,305.00
Travel (PD)	3010 Title I Prnt. 403	1,000.00
Personnel (FTEs or Hrs)	S/C AVID Tutors 332	20,222.00
Supplies	S/C Custodial 111	1,000.00
Extra Duty	S/C Inter. 315	54,865.00
Extra Duty	S/C Lib. Extra Dty 325	10,000.00
Supplies	S/C Lib. Inst. Mat. 224	12,040.00
Contracts/Services	S/C Prnt. Invl. 403	1,050.00
Other	S/C Prnt. Invl. 403	750.00
Supplies	S/C Prnt. Invl. 403	1,200.00
Substitutes	S/C Pullout PD 402	14,901.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	341,645.00
Goal 2	35,041.00
Goal 3	45,450.00

Supplemental Personnel Form Title I

2026-27 School Year

School Name:	Mar Vista Senior High School	
School-wide Program?	Yes	

List all the site personnel funded with Federal and/or State dollars.

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
Katrine Czajkowski	Site Curriculum Specialist Resource Teacher (Core Content) 0.2 FTE	Personnel (FTEs or Hrs) 3010 Title I 419	The MVH Site Curriculum Specialist Resource Teacher (Core Content) will provide PD to PLCs to support the implementation of rigorous and relevant lesson planning across all core content areas. PD will focus on intentional instructional strategies that promote student engagement, student-centered learning, and high-quality first instruction. Additional emphasis will be placed on supporting student groups identified with the highest needs based on CA Dashboard performance indicators. In ELA, targeted student groups include LTELs, & SWDs. In Math, targeted student groups include ELs, Hispanic students, and Socioeconomically Disadvantaged students. This support aligns with WASC finding and will be supported through a 0.2 FTE position.	1.2.1	05/18/2026
Diana Tellez	Targeted Support Resource Teacher 0.4 FTE	Personnel (FTEs or Hrs) 3010 Title I 419	Targeted Support Resource Teacher (TRT1) will focus on monitoring and supporting ELs, SWD, H/FY. Efforts will include tracking academic progress, attendance, and grades. Coordinating targeted intervention systems to improve student outcomes. Will establish systems to document and communicate student growth with teachers and families, and regularly review student progress. These efforts will benefit all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. In ELA, these student groups include LTELs and SWD. In Math, identified student groups include	1.4.1	5/18/2026

Name	Position	Funding Source Budgeted Amount FTE	Cost Objective (Work description, including targeted population of students)	SPSA Reference	Approved by SSC
			ELs, Hispanic, and Socioeconomically Disadvantaged students. progress with administration to develop additional academic and social-emotional supports. 0.4 FTE		
Lauren McLennan	Restorative Teacher .2FTE	Personnel (FTEs or Hrs) 3010 Title I 419	The MVH Restorative Practice Resource Teacher promotes student safety, equity, and positive school culture by supporting students who are academically disadvantaged through the development of learning and social-emotional skills such as listening, collaboration, and team building. The position supports schoolwide climate initiatives and helps create positive learning environments for all students while also providing targeted support for student groups demonstrating low academic performance on the CA Dashboard. These student groups are ELs with emphasis on LTELs, SWD, Hispanic, and Socioeconomically Disadvantaged students. 0.2 FTE	2.3.1	5/18/2026
Kiho Santillan	Community Resource Facilitator 0.5 FTE	Personnel (FTEs or Hrs) 3010 Title I 419	MVH will maintain Community Relations Facilitator to support and promote parent engagement, especially those parents of EL, SWD, and FY/H. The CRF will provide parent support accessing Jupiter Grades, Infinite Campus and volunteering opportunities, and will conduct one-on-one parent support. CRF will keep constant communication with families regarding family resources, training opportunities, school meetings, facilitate and assist with parent feedback. 0.5 FTE	3.2.1	5/18/2026

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. All SSC members need to be nominated and elected by peers. The current make-up of the SSC is as follows:

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

Name of Members	Role
Teresa Kramer	Principal
Karlie Eriksson Alonso (1 out of 2 years)	Classroom Teacher
TBD	Classroom Teacher
Matthew Montes (1 out of 2 years)	Classroom Teacher
Gladys Escobar (1 out of 2 years)	Classroom Teacher
Wintila Gonzalez (1 out of 2 years)	Other School Staff
Linda Porras (1 out of 2 years)	Parent or Community Member
TBD	Parent or Community Member
Mei-Ling Murray (1 out of 2 years)	Parent or Community Member
TBD	Secondary Student
Daiana T. (1 out of 2 years) 10th grade	Secondary Student
TBD	Secondary Student

The SSC in a secondary school shall be composed of the following two groups (*EC* Section 65000[c][2]):

School Group Members (Secondary Schools):

- The principal of the school or his or her designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (*EC* Section 65000[c][2][A]); and

Parent and/or Community and Pupil Group Members (Secondary Schools):

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number

of parent and/or community members and pupil members selected shall equal the number of school members selected (*EC* Section 65000[c][2][B])

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 05/18/2026.

Attested:



Principal, Teresa Kramer on May 18, 2026



SSC Chairperson, L.P. on May 18, 2026

Title I School-Level Parent and Family Engagement Policy

Mar Vista Senior High School

2026-27

Mar Vista Senior High School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1])

With approval from the local governing board, Mar Vista High School has developed a written Title I parent and family engagement policy with input from Title I parents and family members. This policy was developed by a committee made up of School Site Council (SSC) parents and English Learners Advisory Committee (ELAC) Parents, in conjunction with the CIS Coordinator. It has distributed the policy to parents and family members of Title I students. This policy is distributed yearly in the Gear-up materials that every student receives and also in the new student enrollment packet, as well as being posted on the school website. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2])

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4)(C)). Meeting opportunities include, but are not limited to School Site Council, English Learner Advisory Committee (quarterly meetings) and Coffee with the Principal (quarterly meetings). Upon evaluation of the Single Plan for Student Achievement, at each School Site Council meeting minutes are taken. Parent comments are reviewed and addressed by the site administrator. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(5)).

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

SUHSD has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The district, in collaboration with the District-level Parent Advisory Council (DPAC) and the District-level English Learner Advisory Committee (DELAC), will review and revise the Parent and Family Engagement Policy on an annual basis. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. SUHSD provides parents and family members an annual notification, which includes the reference to BP 6020, AR 6020, and the Title I LEA Parent and Family Engagement Policy. The district incorporates the parent and family engagement policy into the district's Local Control and Accountability Plan (LCAP) Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success focuses on the district initiatives supporting parent and family engagement.

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program, the following practices have been established:

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (ESSA Section 1116[c][1])

This meeting is held within the first 30 days of school. (August 13, 2025 5:00pm)

- Open House/Title I Annual Meeting
- School Site Council Monthly Meeting

The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (ESSA Section 1116[c][2])

- Coffee with the Principal (quarterly meetings) in the MVH Parent Center and Via Zoom

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- Annual Title I Meeting
- School Site Council Meetings
- English Learner Advisory Committee (quarterly meetings)
- Coffee with the Principal (quarterly meetings)

The school provides parents of participating students with timely information about the Title I program under ESSA Section 1116[c][4][A-C]

- Back to School Night
- Annual Title I Meeting
- School Site Council Meetings
- English Learner Advisory Committee Quarterly Meetings

The school provides a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. 1116[c][4][A-C]

- MVH's curriculum is based on Common Core Standards and NGSS and is directed by SUHSD's department of Curriculum and Instruction.
- Data from CAASPP and CA Dashboard is used to plan instruction and support strategies in order to better prepare students to be college ready.
- This information is shared with parents at
 - o Coffee with the Principal (quarterly meetings)
 - o Counselor Parent Meetings
- Individual Performance reports sent home with students.

The school provides, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. 1116[c][4][A-C]

- English Learner Advisory Committee Quarterly Meetings
- Coffee with the Principal (quarterly meetings)

If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. ESSA Section 1116[c][5]

- Upon evaluation of the Single Plan for Student Achievement, at each School Site Council meeting minutes are taken. Parent comments are reviewed and addressed by the site administrator.
- State and Federal programs requests that parent comments be included when school submits their site plan for board approval.

Accessibility

Mar Vista Senior High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand. ESSA Section 1116[F]

- SUHSD and MVH websites are 508 compliant and provide family members with visual disabilities access to important information
- Meeting Agendas are posted in English and Spanish
- Spanish translation services are provided at all parent meetings
- Infinite Campus Messenger calls in English and Spanish
- Jupiter Grades messages in English and Spanish

Mar Vista Senior High School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on May 18, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 13, 2026.

Teresa Kramer

Typed Name of School Principal

Signature of School Principal

05/18/2026

Date

Title I Part A, School Parent Compact

Mar Vista Senior High School

2026-27

The parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Describe school and parent response below:

As a STUDENT, I will:

- Attend school regularly and arrive to class on time following the guidelines established in the student tardy policy.
- Show responsible behavior by following the school rules.
- Show responsible behavior by following the teachers' classroom rules.
- Demonstrate the "Mariner Way" of courtesy, respect, and commitment.
- Come to class with all necessary materials.
- Complete all class work and homework to the best of my ability.
- Share all important school work and information with my parents.
- Attend after-school tutoring when I need help.

As a SCHOOL, we will:

- Involve parents as partners in the education of our students.
- Teach standards established by the district/state using effective teaching strategies.
- Provide parents with strategies and techniques to assist with learning activities at home.
- Communicate regularly with parents about school programs and students' progress.
- Involve students and parents as active participants in school decision-making.
- Connect parents and students with community resources and support services as needed.
- Involve parents in instructional and support roles at MVH.
- Offer parent trainings throughout the school year.
- Provide a safe, positive, and welcoming environment for students and parents.
- Hold monthly meetings for parents centered on educational issues.
- Make home visits when necessary to help a student's progress.

As a PARENT, I will:

- Work with the school as a partner in my child's education.
- Send my child to school regularly and on time.
- Provide my child with necessary materials, space, and time needed to complete schoolwork.
- Attend parent/teacher conferences and as many parent meetings as I can.
- Communicate regularly with my child's teachers about his/her progress.
- Participate in school decision making as often as I can.
- Support my child's learning and education at home.
- Commit to getting involved with my child's school in as many ways as I can.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][B-D]):

- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Describe school and parent response below:

- Post and update grades via Jupiter Grades/Infinite Campus.
- Use Infinite Campus, Jupiter Grades, and Mariner Times (newsletter) to communicate to parents.
- Parents are invited to participate in class walkthroughs, Student-Parent Shadow and volunteer on campus.
- Parent Center informs parents about workshops, meetings, and trainings via Infinite Campus.
- Accessibility to email teachers via Jupiter Grades or school email.

Parents Will:

- Check their students' grades via Jupiter Grade and/or Infinite Campus.
- Will read weekly Mariner Times for updates on student and parent events.
- Will use email, IC, or Jupiter grades to communicate with staff and teachers.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1])

Describe school and parent response below:

Data from CAASPP and CA Dashboard is used to plan instruction and support strategies in order to better prepare students to be college ready.

- This information is shared with parents at
 - o Coffee with the Principal (quarterly meetings)
 - o Counselor Parent Meetings
 - o School Site Council Monthly Meetings
 - o English Learner Advisory Committee Quarterly Meetings
- Individual Performance reports sent home with students.

Saturday School/Academy design for students to improve their grades.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children such as literacy training and using technology, as appropriate to foster parent involvement. (ESSA Section 1116[e][2])

Describe school and parent response below:

- Parent Education Classes
- Parent Education Conferences
- Counselor Parent Meetings

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3])

Describe school and parent response below:

- District/Site PD for Teachers
- District/Site PD for Classified Staff
- MVH Monthly Faculty Meetings
- PLC Meetings
- Counselor Meetings
- Community Relations Facilitators reaches out to assist teachers with parent communication
- School Site Council Meetings
- English Learner Advisory Committee Quarterly Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as Parent Centers to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4])

Describe school and parent response below:

- After school programs
- Parent Trainings and Workshops
- Foster/Homeless Youth support
- On Campus Parent Center at Mar Vista High School

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])

Describe school and parent response below:

- Meeting Agendas are posted in English and Spanish
- Spanish translation services provided at all parent meetings
- Infinite Campus Messenger calls in English and Spanish
- Jupiter Grades messages in English and Spanish
- MVH newsletter (Mariner's Times)
- Website announcements
- Week at a Glance (WAAG)

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14])

Describe school and parent response below:

- Input is gathered at School Site Council, ELAC, Coffee with Principal, Counselor Parent Meetings, etc.
- Goal 3 of the LCAP and school site plan is directed toward fostering and honoring parent/guardian and community engagement to support excellence in each student's success.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those

with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f])

Describe school and parent response below:

- SUHSD and MVH websites are 508 compliant and provide family members with visual disabilities access to important information
- Meeting Agendas are posted in English and Spanish
- Spanish translation services are provided at all parent meetings
- Infinite Campus Messenger calls in English and Spanish
- Jupiter Grades messages in English and Spanish

ELAC Meetings

Coffee with the Principal

Athletic Parent Meetings

This Compact was established by Mar Vista Senior High School on May 18, 2026, and will be in effect for the period of the 2026-27 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 13, 2026.

Teresa Kramer

Typed Name of School Principal



Signature of School Principal

05/18/2026

Date

Instructions Overview and Guidance

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

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

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

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

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023