

Single Plan for Student Achievement



5465 Queen Ann Lane
Santa Barbara, CA 93111

2016-17

Part II: The Single Plan for Student Achievement Template

School: Mountain View Elementary School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6045504

Principal: Ned Schoenwetter

Date of this revision: October 2, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ned Schoenwetter

Position: Principal

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The District Governing Board approved this revision of the SPSA on 11/16/16



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Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL: LCAP Goal #1 Demonstrate robust achievement growth for all pupils.

SCHOOL GOAL 1: Mountain View will see a 10% growth in the number of students performing in the “standards met” or “standards exceeded” performance bands on the 2016-2017 California Assessment of Student Performance and Progress in language arts when compared to scores from the 2015-2016 assessments. We will see a 5% growth in the number of students achieving in these areas on the mathematics portion of the assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>CASSPP data from 2014 through 2016</p> <p>Dibels assessment data from Fall 2016</p> <p>Ren Star 360 Data from Fall 2016</p>	<p>Analysis of the 2016 CASSPP data showed that 81.6% of our students met or exceeded standards expectations in math and 76.7% in English Language Arts. We saw a growth of 15.1% in math compared to the previous year and an 8.8% increase in English language arts. This increase was very positive, but we still have room for growth, especially when compared to similar schools in Santa Barbara County. While these numbers exceeded the district averages of 54% in math and 59% in English Language Arts, our English language art scores are 10-12% below similar high-performing schools in the county. Our math scores are among the best in the county, but still have room for improvement.</p> <p>When tracking cohort data, our 2015-16 fourth grade students showed a 9.3% increase in English language arts, but a 4.7% decrease in mathematics. This was the only cohort area to go down. Our fifth grade students saw a 18.7% increase in ELA and 18.8% in math. Our sixth grade saw a 9.3% increase in ELA and a large 22.3% increase in math.</p>	<p>Grades 3-6 will give the Interim block assessments from CASSPP to gauge student mastery of concepts using the state testing formats. Ren Star 360 assessments will be given to students four times per year. Dibels assessments will be given three times per year. These results will be analyzed at grade level data team meetings four times per year. In September, November, March and June. At those meetings, the data teams will look at student growth, identify intervention needs and form Target Time groups.</p> <p>We will also use the data gathered from each of these assessments to determine growth towards our school goals. Ren Star 360 has a predictor tool that will show us expected growth in our CAASPP results.</p>

	<p>Other data points from CAASPP showed that our English learner students scored an average of 2.3 in both math and ELA compared to a score of 3.3 for our English only students. A score of 3 would equate to meeting standard. There is an achievement gap. We also saw that our RFEP students are achieving at high levels with average scores of 3.1 in ELA and 3.5 in math, outscoring our English only population.</p> <p>Our analysis showed that we have some lower scores in our current fifth grade. (67% met or exceeded in both ELA and math.) This has been a cohort that has a larger number of students with IEPs or learning needs that have been diagnosed over the past years. Our current fourth grade struggled in ELA (66% met or exceeded) while 88% met or exceeded in math.</p> <p>Another observation is that our scores increased significantly in our fifth and sixth grades.</p> <p>RenStar 360 data from the fall of 2016 gave us a baseline. As we give more assessments throughout the school year, we will be able to track student growth and areas of success and need.</p>	
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STRATEGY: During the 2016-2017 school year, Mountain View School and the school district will be in our second year of using the Bridges and CPM math programs. We also have multiple primary grade teachers piloting two new CCSS aligned ELA programs. Teachers have 100 minutes of team planning time each week to implement the new programs, analyze student assessment data and plan necessary interventions. District professional development will focus on the math program, the new ELA pilot, setting ELD goals, technology integration and professional learning goals. Every staff meeting during the school year will involve discussion and learning regarding math and ELA implementation. In addition, targeted intervention time for academic interventions for both math and English Language Arts will continue two times per week for forty-five minute time periods. Classroom teachers, certificated tutors, the learning center teacher, resource teacher and our ELD teacher will all be involved in providing targeted interventions for students based on grade level assessment data.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
June 2016 - Site specialist schedules organized to allow common time for targeted intervention. 2x per week for a total of 90 minutes per week.	Principal, MTSS Team	Specialist schedules will be organized to provide common meeting time for intervention within grade levels.	Extra duty pay for two teachers to help with specialist schedule organization. LCAP funding - \$240
August - June - Targeted Instruction Time	Principal, Teachers	Certificated tutors will be hired to add teachers to each grade level to provide targeted instruction based on needs.	Approximately \$20,600
August 2016 Schedule grade level planning time during P.E.	Principal	Second P.E. teacher will be hired to allow classroom teachers to have 100 hundred minutes of common planning time each week. Time will include data analysis and planning for necessary interventions.	District covers costs - \$11,000
August 2016 - District Training on math programs and pilot programs for English language arts	District Instructional Services department, Principal	Teachers will continue training on math program and new ELA pilot. Instructional services department and principals will support in training. Continued training will happen at staff meetings throughout the school year and at district inservice days.	District covers all costs

<p>August 2016 - Site MTSS team will provide refresher training for staff on referral process for students in need of academic assistance. (Student success team meetings)</p>	<p>MTSS team - Principal, school psychologist, learning center teacher, resource specialist and two classroom teachers</p>	<p>Team will schedule all SST meetings, IEP meetings and 504 plan meetings to Tuesdays during the school day. Referral forms will be shared with teachers along with training on how and who to refer. School psychologist will meet with principal every two weeks to review students in need of academic assistance.</p>	<p>Substitute teachers for classroom and special education teachers attending meetings. Costs for IEP and 504 meetings covered by district special education department. SST meeting sub costs covered by LCAP funding. - \$2,000</p>
<p>September 2016 - Teachers review CASSPP results</p>	<p>Teachers, Principal</p>	<p>Teachers will review CASSPP results from 2015-2016. They will identify strength areas and areas for growth in their coverage of the standards. They will also analyze student results and set goals for their students. School results will be compared with other GUSD schools and similar schools in the Santa Barbara area.</p>	<p>No cost. Teachers will meet during staff meetings and team planning time.</p>
<p>September 2016 - Give baseline Dibels and Ren Star 360 assessment to all K-6 students</p>	<p>Learning center teacher, classroom teachers, certificated tutors</p>	<p>Learning center teacher and certificated tutors assist classroom teachers in giving baseline assessments. Classroom teachers can give assessment on their own, if they are ready to do this independently.</p>	<p>Learning center teacher - provided by district Certificated tutors - 20 hours - \$1,000 from LCAP funds</p>
<p>September 2016 - CELDT testing given to initial English learners</p>	<p>ELD tutor</p>	<p>ELD tutor will give initial CELDT test to English learner students new to our school or state</p>	<p>ELD tutor paid for by Title III funds and LCAP funds.</p>
<p>September 2016 - ELD services provided for ELD students</p>	<p>Classroom Teachers, ELD Tutor</p>	<p>Classroom teachers and the ELD tutor will provided 30 minutes of EL instruction daily for identified English Learners as mandated by Ed. Code</p>	<p>ELD Tutor paid by Title III Funds - \$3,396,</p>

October 2016 - District Technology, ELD and Professional Goals Training	Assistant Superintendent, Director of Curriculum, Principal	Teacher training on SeeSaw, Google Classroom, ELD goals and professional learning goals on early release day.	Costs covered by district
October 2016- Goal Setting Meetings	Teachers, Principal	During annual goal setting meetings teachers will identify goals for year from the GUSD Professional Teaching Standards. They will also discuss all students and identify students with possible intervention needs. Services may be set up at this time.	Costs covered by district
October 2016- CELDT testing given to English learners	ELD tutor	ELD tutor will give CELDT test to English learner students	ELD tutor paid for by Title III funds and LCAP funds.
November 2016 Give second Ren Star 360 assessment to all students	Classroom Teachers, Principal, School Psychologist	Classroom teachers will administer the Ren Star 360 assessment to all students. Assistance will be given by school psychologist, principal and computer lab specialist.	Costs covered by the district.
December 2016- February 2017 - Give CASSPP Interim Block Assessments to grades 3-6	Classroom teachers, computer lab specialists	Students take CAASPP interim Block Assessments to assess mastery of standards and to familiarize students with testing format. Each class will give assessments in math and English-language arts.	Costs covered by district
January, February 2017 - Give mid-year Dibels and Ren Star assessment to all K-6 students	Learning center teacher, classroom teachers, certificated tutors	Classroom teachers will give mid-year Dibels and Ren Star assessments to all K-6 students. Learning center teacher and certificated tutors will assist with assessment and data recording and analysis.	Learning center teacher - provided by district Certificated tutors - 20 hours - \$1,000 from LCAP and general funds
All year - Classroom teachers and learning	Learning center teacher, classroom	Teachers will review Dibels data monthly in grade level teams to guide instruction or needed	Instructional Specialist paid for by school district.

<p>center teacher will use baseline and mid-year data along with other formative assessment data to provide needed intervention and differentiation</p> <p>May, 2016 - Give end of year Dibles and Ren Star assessment to all students in grade K-6.</p>	<p>teachers, certificated tutors, and teachers on special assignment</p> <p>Learning center teacher, classroom teachers, certificated tutors</p>	<p>intervention. District Instructional Specialists will work with grade level teams to look at grade-level data and plan instruction during monthly strategic release times. Two times a week students will be grouped into targeted intervention groups. Classroom teachers, certificated tutors, ELD tutor, resource teacher and learning center teacher will instruct intervention groups.</p> <p>Classroom teachers will give end of year Dibels assessments and Ren Star to all K-6 students. Learning center teacher and certificated tutors will assist with assessment and data recording and analysis. Teachers will reflect on individual student growth and class growth. Grade levels will reflect on the successful areas of their instructional program and areas in need of improvement during the 2017-18 school year.</p>	<p>Certificated tutors paid for through LCAP funds - \$14,476.</p> <p>Learning center teacher - provided by district Certificated tutors - 20 hours - \$1,000 from LCAP funds.</p>
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Form A

LEA GOAL: Provide Effective Learning Environments: Student learning occurs in safe, healthy, well maintained and well equipped facilities with instructional material aligned to rigorous standards. Teachers are highly qualified, inspired, well trained, and capable of meeting the diverse needs of each student.

SCHOOL GOAL: By June of 2016 Mountain View School will have implemented multiple programs, interventions and supports to meet the social and emotional needs of our students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Data from behavior records, school psychologist reports, MTSS referrals, parent conferences and teacher assessments.	While Mountain View performs well academically, it also has students with social and emotional needs that can hinder their learning. Our MTSS teams have had more referrals for behavior or emotional needs than in the past. We plan to put multiple programs in place to address these needs while also increasing support to specific students and grades. Students with needs range from students with special education needs to students identified as gifted.	At the end of the school year we will analyze the number of behavior reports that are filed and compare that to the beginning of the year. We will also review the number of students referred to the MTSS process for emotional or behavioral needs.

STRATEGIES: During the 2016-17 school year, we will use a variety of resources to determine students who are in need of intervention due to emotional or behavioral needs. Our MTSS team will meet regularly to review referrals from teachers and to determine best practices and interventions to put into place. We will also be increasing adult support where needed, purchase programs to implement, and provide whole school supports.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September 2016 - June 2017 - Principal will keep behavior records and keep in contact with school psychologist	Principal, School Psychologist	The principal keeps behavior logs, contacts parents and communicates weekly with school psychologist in regard to student needs.	No costs
September 2016 - Purchase Second Step Program for grades K and 5 to pilot	Principal, School Psychologist	The Second Step Program, a pro-social skills program will be purchased to pilot with our kindergarten and fifth grade classes.	\$800 General Budget
September 2016 - Ren Star Testing will be followed by data team meetings	MTSS Team, Classroom Teachers	At data team meetings, classroom teachers and the data team will analyze student assessment data and discuss other student needs. Social and emotional needs, especially for identified gifted students will be discussed.	Substitute costs - \$1,000 - LACP Funds
September 2016 - Initial MTSS to address needs identified at beginning of year	MTSS Team	The initial MTSS meeting in early September will focus on students who were previously identified with needs, along with reviewing records of students new to our school.	Substitute costs - \$250 - LCAP Funds
September 2016 -	Principal	The MTSS team will meet on Tuesdays to identify student	Substitute Costs - \$2,000 -

Schedule Tuesday MTSS, 504 and IEP meetings for school year		needs, discuss teacher referrals, and create action plans. Parents will be included in these meetings as appropriate.	Portions covered by school district
September - June	Principal	Certificated tutor will be hired to be at recess three hours per week to help kids feel safe and work on anti-bullying strategies	\$2,340
October 2016 - Hire certificated tutors	Principal	Certificated tutors will be hired to work 2-3 hours per day to be shared in fifth grade and kindergarten as needed to help support behavioral and academic needs.	\$5,400
October 2016 - Anti-Bullying Assembly	PTA, Principal	Hire "Bye, Bye, Bully" program to give school-wide assemblies on bullying and how to get along.	\$600
October 2016 - Implement mindfulness program in kindergarten	Classroom Teachers	Classroom teachers will use "Me Moves" program to teach mindfulness strategies to students.	\$90
September - June - Friendship groups and individual counseling	School Psychologist	School psychologist will provide social skills trainings through friendship groups and will also provide individual counseling.	No additional cost
September - June - Smaller P.E. classes for grades as needed	Principal	Classes who will benefit from smaller class sizes will attend P.E. as an individual class, not as a grade level. This intervention will be determined by the classroom teachers, school psychologist and the principal.	\$1,800
September - June - Character Counts / Star Card Assemblies	Principal	Four Character Counts assemblies will be held throughout the year. At these assemblies, good character will be discussed, a pillar of character will be introduced and	No cost

<p>September - June - Community Service Program</p>	<p>Classroom Teachers</p>	<p>recognition will be given for STAR Card recipients.</p> <p>All upper grade students are expected to complete between 10-15 hours of community service per year. Students complete forms to record their volunteer hours and receive recognition at our awards assembly at the end of the year.</p>	<p>\$50 for certificates</p>
<p>September - June - Gifted Learner Training for Teachers</p>	<p>Classroom Teachers, District Gifted Education Specialist</p>	<p>This year, third grade teachers will go through multiple full day trainings on how to teach gifted learners and how to meet their unique needs. Fourth, fifth and sixth grade teachers will have refresher trainings and visits from Joana Lauer.</p>	<p>Sub costs covered by district</p> <p>No cost</p>
<p>September - June - As needed support from district behaviorist and inclusion support specialists</p>	<p>Principal, Teachers</p>	<p>District behaviorist and inclusion specialists will be used to observe classes, work with teachers on setting up behavior plans or other interventions. Consult time with teachers and MTSS team will be included.</p>	<p>Sub costs - (mentioned above)</p>
<p>June 2017 - MTSS meeting to recap growth and future needs for students.</p>	<p>MTSS Team</p>	<p>The MTSS team will meet multiple times per year to review the effectiveness of interventions and discuss needed new interventions. At the end of the year, the group will come up with recommendations for the following year, including class placements.</p>	<p>Substitute teachers for classroom and special education teachers attending meetings. Costs for IEP and 504 meetings covered by district special education department. SST meeting sub costs covered by LCAP funding. - \$2,000</p>

Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding
<ul style="list-style-type: none"> Community Liaisons 	August 2016 - May 2017	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$201,389	LCAP
<ul style="list-style-type: none"> Professional Development 	August 2016 - May 2017	Provided teachers and principals with research-based professional development that supports the District's plans for improving student achievement Private School Set Aside	\$38,173	Title I
<ul style="list-style-type: none"> Identification and assessment of English Learners 	August 2016 - May 2017	Provide in-service to administer the California English Language Development Test and primary language assessment; administer test	\$54,000 \$10,800 \$43,200	Title I & LCAP Title I & LCAP
<ul style="list-style-type: none"> Translation of NCLB documents, communication to parents, and notification of student progress 	August 2016 - May 2017	Required translation of materials, parent letters, and parent conferences	\$38,000	Title I & LCAP
<ul style="list-style-type: none"> District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners 	August 2016 - May 2017	Required translation of meeting materials	\$1,760	Title I
<ul style="list-style-type: none"> Coordination of reviews regarding program compliance with state regulations 	August 2016 – Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,000	Title I
<ul style="list-style-type: none"> School Choice, and Supplemental Services 	August 2016 - May 2017	Required – set aside for Program Improvement	\$76,345	Title I

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Local Control Area Plan Funds	\$39,446	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$39,446	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$3,105	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$3,105	
Total amount of state and federal categorical funds allocated to this school		\$42,551	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ned Schoenwetter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alena Latta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Henly Ngai	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Bosse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adam Gray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anita LaBau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah Bottorff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charity Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kaeley Christensen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	0	5	0

² EC Section 52852

Form E: 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:

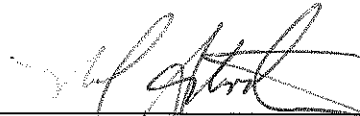
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- School Leadership Committee _____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Ned Schoenwetter
Typed name of School Principal


Signature of School Principal

10/26/16
Date

Anita LaBau
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/26/16
Date

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

The first goal for the 2015-16 SPSA was focused on English-Language Arts and Mathematics performance by pupils. It stated that *Mountain View will see a 10% growth in the number of students performing in the “standards met” or “standards exceeded” performance bands on the 2015-2016 California Assessment of Student Performance and Progress in both mathematics and language arts when compared to scores from the 2014-2015 assessments.* This was a lofty goal, as we do not normally see growth in the double-digit range. We did see a 15.1% growth in the number of students meeting or exceeding standards in mathematics. In English language arts, we saw an increase of 8.8%. While we did not meet the 10% goal in English language arts, the growth was strong.

We attribute the growth to a variety of factors including the first year of use of the Bridges math program in grades K-5 and the CPM program in grade 6. The programs, which are aligned to the new standards, helped focus our instruction on the standards and provided good resources for learning. In English language arts, we attribute some of the growth to our new MTSS model and increased data use in determining student needs for intervention. By using the Dibels assessment school-wide for the first time, we were able to target our reading intervention more clearly and assess growth more effectively. We also started using the SIPPS reading intervention materials with students in need of assistance. This program is very systematic and was very helpful with our struggling readers.

Our second goal was *By June of 2016 Mountain View School will have implemented a defined technology plan that addresses needs and skills outlined in the 21st Century Learning Skills. We will have a 1:1 student to device ratio of Chromebooks in grades 4-6 and a 2:1 ratio of iPads in grades K-2. We will also introduce a STEM science program that teaches students the 21st Century Learning Skills in an engaging and hands-on environment.* We are happy to say that we have accomplished most of these goals. While the implementation of a defined technology plan was partially accomplished, we did get to a point where we have a Chromebook for all students in grades 3-6 and a 2:1 ratio in grades K-2. The District technology committee did develop a set of district guidelines for technology integration, but the items were not finalized and shared with teachers as an expectation of implementation.

The School Site Council discussed goals to be included in the Single Plan for Student Achievement at meetings in the late fall of 2016-17. Each member of the group gave their thoughts and opinions on possible goals. The group gave its support of the goals listed in this document.