

School Year: 2018-2019

Single Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mountain View School	6045504	10/9/18	11-07-2018

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

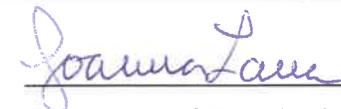
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted with 3 parents, 2 teachers, 1 classified employee and 1 administrator, 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 District English Learner Advisory Council before adopting this plan.
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 from 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 October 9, 2018;

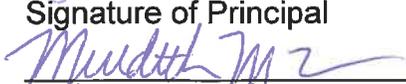
Attested:

Joanna Lauer

Meredith Murr



Signature of Principal



Signature of SSC Chairperson

10/10/18

Date

10/10/18

Date

Goals, Strategies, & Proposed Expenditures

Goal 1

All Mountain View students will increase proficiency in English-Language Arts during the 2018-2019 school year, as measured by Renaissance STAR 360 and benchmark assessments.

Basis for this Goal

Literacy is a fundamental skill necessary for the acquisition of all content areas. It should be expected that all students achieve growth in this core academic area at Mountain View with appropriate instruction. Our most recent SBAC scores indicate that 21% of students in grades 3-6 did not meet standards in English-Language Arts.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR 360 Average Early Literacy and Reading Scaled Scores for Fall 2018	Average Scaled Score by Grade Level: K: 602 (Early Literacy) 1: 738 (Early Literacy) 177 (Reading) 2: 278 3: 476 4: 574 5: 703 6: 864	Each average scaled score will increase by 70 points or higher in every grade level.

STAR 360 Average Instructional Reading Level for Fall 2018	Average Instructional Reading Level: 1: Pre Primmer 2: 2.0 3: 3.8 4: 4.5 5: 5.4 6: 6.6	Average instructional reading levels will increase by one year or higher in each grade level, to reflect grade-level-appropriate growth.
--	--	--

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Mountain View will be served by this strategy.

Strategy/Activity

In the fall of 2018, and three different times following, teachers in every grade level, including Mountain View’s reading specialist, resource teacher, psychologist and principal, will examine data on student performance in reading. During these data team meetings, the group will monitor growth for every student, and determine appropriate targeted instruction in order to ensure students are receiving instruction that addresses their needs. Additionally, Mountain View students will take monthly benchmark assessments in reading that will inform our trimester data team meetings. Teachers will employ differentiation strategies in their classrooms, using our District English-Language Arts curriculum, and above and below -grade-level materials, when appropriate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Certificated Tutors to support targeted interventions in ELA and math: \$59,940. ELD instructor to support English Language Development \$1,832.86
Source(s)	Title III LEP (\$1,833), Title III Immigrant (\$1,710), LCAP (\$11,445)
Budget Reference(s)	Budget reviewed at School Site Council meeting. See agenda and minutes.

Goal 2

Mountain View will refine and clarify our Multi-Tiered Systems of Support (MTSS) school-wide.

Basis for this Goal

A Multi-Tiered System of Supports is intended to align school-wide resources, programs, supports and services in an effort to increase effectiveness of academic and social-emotional intervention. During the 2017-2018 school year, one data team meeting was facilitated to examine student learning. Also during that year, Professional Learning Communities (PLS's) consisted of focused work around a Professional Practice Goal (PPG).

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School-wide data team meeting will increase in frequency to occur 4x's during the 2018-2019 school year. Number of attendants will increase as well, to include the principal, the learning center teacher, each grade level team member, and the school psychologist.	Data Team Meetings 1 x per year Team Members: Principal, grade level team members, Assistant Superintendent of Instructional Services (4 attendants)	Data Team Meetings 4 x's per year Team Members: Principal, grade level team members, psychologist, resource teacher, learning center teacher (increased to 6 attendants)
Professional Learning Communities (PLC's) were for the purpose of discussing Professional Practice Goals (PPG's) for each grade level.	PLC's discussed their Professional Practice Goal at least 1 x month.	PLC's will meet weekly to discuss student data, assessments, instructional planning and Professional Practice Goals.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Mountain View will be served by this strategy.

Strategy/Activity

Several staff meetings will be devoted to clarifying the purpose and the intent of Professional Learning Communities. A designated space on our school campus will be identified as a PLC workroom. In it, there will be data for reference, information about how to do the work of a PLC, and a place for teams to record their work and questions.

Proposed Expenditures for this Strategy/Activity

Amount(s)

No additional site cost will be incurred, as the District core budget includes the expense of PE release time for each grade level to collaborate.

Amount(s)	No additional site cost will be incurred, as the District core budget includes the expense of PE release time for each grade level to collaborate.
Source(s)	None
Budget Reference(s)	Budget reviewed at School Site Council meeting. See agenda and minutes.

Annual Review and Update

SPSA Year Reviewed: 2017 - 18

Goal 1

100% of student cohorts will increase reading proficiency as measured by Renaissance STAR Reading Program (RenSTAR), and Smarter Balanced Assessment Consortium (SBAC) tests.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 Reading	100% of students will show growth	2 nd : 100% demonstrated growth 3 rd : 91% demonstrated growth 4 th : 87% demonstrated growth 5 th : 81% demonstrated growth 6 th : 91% demonstrated growth
SBAC Results	100 % of students will increase proficiency	2 nd : N/A 3 rd : Of the 9% of students that did not show growth on STAR, 100% of them met or exceeded standards on the SBAC 4 th : Of the 13% of students that did not show growth on STAR, all but 1 student met or exceeded standards on the SBAC 5 th : Of the 9% of students that did not show growth on STAR, 100% of them met or exceeded standards on the SBAC 6 th : Of the 9% of students that did not show growth on STAR, all but 1 student met or exceeded standards on the SBAC
ELD	100% of students will show growth	Of the students that were assessed on the STAR, 100% of ELD students demonstrated growth. 1 st graders were not assessed on the STAR.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Community collaboration meetings	PE schedule allowed for grade level collaboration time.	No additional site expenditures	No additional site expenditures
Data team meetings	Data team meetings were held in the fall.	No additional site expenditures	No additional site expenditures
CT support for ELD instruction	CT support lasted throughout the year for students requiring ELD instruction.	\$11,010 LCFF Supplemental Grant \$849 Title III	\$11,010 LCFF Supplemental Grant \$849 Title III

ANALYSIS

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

Implementation of PLC's was successful in that teachers were collaborative and worked together on their Professional Practice Goals. School-wide data team meetings were held in the fall of 2017 and enabled the site to have conversations about student learning after a screening assessment was given. Progress monitoring occurred at the site last year through the use of STAR 360 assessments. High-quality ELD instruction was provided year-round and resulted in growth for all students assessed, in English-Language Arts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This work lays a strong foundation for the 2018-2019 school year. Teachers are familiar with the purpose and process of a data team meeting as a result of last year, and understand the need to increase the frequency of them. Teachers are aware of the structure of a PLC, and now will be able to analyze data in PLC meetings, as well as discuss their Professional Practice Goals. ELD instruction is ongoing at the school, and has proven to be successful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no difference between proposed and actual expenditures.

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

We will increase frequency of data team meetings and expand the work of PLC's.

Goal 2

By the end of June 2018, Mountain View School will have implemented multiple programs, interventions and supports to meet the social and emotional needs of students.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
MTSS survey conducted by Dr. Shane Jimerson and other colleagues as part of a specific UCSB study.	Increase in scores of annual MTSS report	MTSS team indicated increase of implementation of positive behavioral strategies, from 4.29-4.25
Implementation of mini-DESSA	Staff will implement the use of the DESSA screener to obtain additional information about social-emotional concerns.	Mountain View staff implemented the screener 2 x's during the year.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Utilize mini DESSA 2x;s per year.	Administered 2 x's during the year	\$1,213	\$1,213
Purchase 2 nd Step materials for all classes.	Materials purchased and utilized by all classroom teachers.	\$2,065	\$2,065

ANALYSIS

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

DESSA screener was implemented in order to understand which students warranted additional support for social and emotional issues.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It created awareness amongst the staff of how a social-emotional screening tool could identify or confirm elevated concern for students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

At this time, it is unclear whether or not the District will expand the pilot of the social-emotional screener.

Goal 3

100% of Mountain View students will show growth as measured by Renaissance STAR Math Program (RenSTAR), and Smarter Balanced Assessment Consortium (SBAC) tests.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 Math	100% of students will show growth	2 nd : 100% demonstrated growth 3 rd : 96% demonstrated growth 4 th : 93% demonstrated growth 5 th : 98% demonstrated growth 6 th : 90% demonstrated growth
SBAC Results	100 % of students will increase proficiency	2 nd : N/A 3 rd : Of the 6% of students that did not show growth on STAR, 100% of them met standards on the SBAC 4 th : Of the 7% of students that did not show growth on STAR, all students met or exceeded standards on the SBAC 5 th : The 1 student that did not show growth on STAR, exceeded standards on the SBAC 6 th : Unable to access SBAC scores for 6 th grade

STRATEGIES/ACTIVITIES

Implement the mini-DESSA, a social-emotional screener.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Conduct regular MTSS meetings in October and November, 2017. Monitor and refine processes throughout the year.	MTSS data team meetings were held in the fall. Tier II interventions were to be implemented in the classroom and in the learning center.	Learning center teacher is District-funded. Certificated Tutors: \$34,664	Certificated Tutors: \$34,664
Classroom teachers will use research-based instructional strategies such as those included in <u>The Art and Science of Teaching</u> , by Robert Marzano	This strategy did not receive the support it needed from teachers in order to proceed.	There were no proposed expenditures for this strategy.	

ANALYSIS

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

Data team meetings were implemented, and the MTSS structure was introduced site-wide. Utilizing strategies from a research-based book, did not gain enough favor for it to be successful.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data team meetings, where teachers were able to meet and discuss math scores from the STAR assessment were successful. It laid the foundation for examining students learning with a screening and benchmark assessment tool.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

We will be focusing on a different goal next year.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (Title 1,+ 3, LCAP \$)

\$ 14,988

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (count up from the plan)

\$ 14,988

Consolidation of Funds

Federal Programs	Allocation (\$)
Title III Immigrant	\$1,710
Title III LEP	\$1,833

Subtotal of consolidated federal funds for this school: \$3,653

State or Local Programs	Allocation (\$)
LCAP	\$11,445

Subtotal of consolidated state or local funds for this school: \$11,445

Total of consolidated (federal, state, and/or local) funds for this school: \$14,988

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program