

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain View School	6045504	September 18, 2019	October 16, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools.

Classroom Observations

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

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District-wide, teachers and leaders conduct instructional rounds to observe and reflect on District trends. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

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

All students take monthly STAR 360 Early Literacy or Reading/Math assessments. Additionally, students this year will take common formative assessments in math twice per unit, along with the summative assessments their teacher elects to use. Twice a year students take a benchmark writing assessment. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

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

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLC teams on a professional practice goal tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also.

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

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine.

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

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

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

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

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

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and summer school is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

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), which is comprised of an equal number of parents and staff, works to review input from various stakeholders in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.6%	0.62%	%	2	2	
Asian	3.7%	2.49%	%	12	8	
Filipino	0.9%	0.93%	%	3	3	
Hispanic/Latino	20.9%	19.63%	%	68	63	
Pacific Islander	%	%	%			
White	66.0%	66.36%	%	215	213	
Multiple/No Response	%	0.31%	%		1	
Total Enrollment				326	321	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	45	38	
Grade 1	41	46	
Grade 2	42	44	
Grade3	47	46	
Grade 4	54	49	
Grade 5	44	55	
Grade 6	53	43	
Total Enrollment	326	321	

Conclusions based on this data:

1. Students at Mountain View School are predominately White (~66%) and Hispanic/Latino (~20%).
2. There has been an increase in enrollment over the last several years. Enrollment was down to 321 in 2017-2018 but is approximately 346 for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	24	16		7.4%	5.0%	
Fluent English Proficient (FEP)	23	21		7.1%	6.5%	
Reclassified Fluent English Proficient (RFEP)	5	8		20.8%	33.3%	

Conclusions based on this data:

1. The percentage of English Learners at Mountain View School dropped slightly in the last few years. Approximately 7% of students enrolled in 2016-2017 identified as English learners versus approximately 5% in 2018-2019.
2. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	43	45	51	43	45	51	43	45	100	100	100
Grade 4	46	50	46	46	50	45	46	49	45	100	100	97.8
Grade 5	53	43	52	51	42	52	51	42	52	96.2	97.7	100
Grade 6	54	50	42	54	49	41	54	49	41	100	98	97.6
All Grades	204	186	185	202	184	183	202	183	183	99	98.9	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2462.	2465.	2479.	41	41.86	46.67	25	30.23	28.89	25	20.93	17.78	8	6.98	6.67
Grade 4	2502.	2512.	2517.	37	46.94	48.89	30	22.45	28.89	22	22.45	11.11	11	8.16	11.11
Grade 5	2566.	2533.	2590.	47	30.95	50.00	35	30.95	36.54	12	28.57	9.62	6	9.52	3.85
Grade 6	2617.	2604.	2580.	59	44.90	31.71	28	42.86	43.90	9	8.16	17.07	4	4.08	7.32
All Grades	N/A	N/A	N/A	47	41.53	44.81	30	31.69	34.43	17	19.67	13.66	7	7.10	7.10

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	45	41.86	46.67	43	46.51	42.22	12	11.63	11.11	
Grade 4	37	42.86	44.44	54	46.94	51.11	9	10.20	4.44	
Grade 5	45	38.10	57.69	45	40.48	36.54	10	21.43	5.77	
Grade 6	57	51.02	36.59	37	40.82	53.66	6	8.16	9.76	
All Grades	47	43.72	46.99	45	43.72	45.36	9	12.57	7.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	32.56	31.11	57	53.49	55.56	16	13.95	13.33
Grade 4	33	34.69	40.00	52	59.18	46.67	15	6.12	13.33
Grade 5	47	35.71	69.23	45	47.62	23.08	8	16.67	7.69
Grade 6	63	55.10	36.59	30	38.78	60.98	7	6.12	2.44
All Grades	43	39.89	45.36	46	49.73	45.36	11	10.38	9.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	30.23	42.22	67	65.12	53.33	4	4.65	4.44
Grade 4	24	26.53	22.22	74	65.31	68.89	2	8.16	8.89
Grade 5	39	26.19	36.54	57	71.43	63.46	4	2.38	0.00
Grade 6	50	53.06	19.51	50	46.94	78.05	0	0.00	2.44
All Grades	36	34.43	30.60	61	61.75	65.57	2	3.83	3.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	41.86	48.89	57	46.51	37.78	10	11.63	13.33
Grade 4	33	48.98	40.00	61	44.90	53.33	7	6.12	6.67
Grade 5	61	35.71	51.92	31	50.00	44.23	8	14.29	3.85
Grade 6	56	53.06	43.90	39	44.90	48.78	6	2.04	7.32
All Grades	46	45.36	46.45	47	46.45	45.90	7	8.20	7.65

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~43%) of students exceed the standard and (~33%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~17%) nearly meet and (~7%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that many students exceed in reading (~45%), writing (~43%) and Research/Inquiry (~45%). The majority of the remaining students meet or nearly meet the reading (~44%), writing standards (~47%) and the research/inquiry standards (46%). Listening is an area few students struggle (~3% not met).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	43	45	51	43	45	51	43	45	100	100	100
Grade 4	46	50	46	46	50	46	46	50	46	100	100	100
Grade 5	53	43	52	51	42	52	51	42	52	96.2	97.7	100
Grade 6	54	50	42	54	49	41	54	49	41	100	98	97.6
All Grades	204	186	185	202	184	184	202	184	184	99	98.9	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2494.	2484.	2490.	55	51.16	48.89	33	27.91	33.33	4	11.63	11.11	8	9.30	6.67
Grade 4	2511.	2540.	2531.	28	52.00	50.00	39	26.00	28.26	24	18.00	10.87	9	4.00	10.87
Grade 5	2577.	2553.	2582.	51	40.48	51.92	31	23.81	28.85	10	23.81	17.31	8	11.90	1.92
Grade 6	2642.	2623.	2593.	72	59.18	43.90	13	22.45	29.27	11	12.24	19.51	4	6.12	7.32
All Grades	N/A	N/A	N/A	52	51.09	48.91	29	25.00	29.89	12	16.30	14.67	7	7.61	6.52

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	75	62.79	66.67	16	23.26	24.44	10	13.95	8.89	
Grade 4	46	66.00	63.04	37	28.00	23.91	17	6.00	13.04	
Grade 5	65	54.76	63.46	24	23.81	30.77	12	21.43	5.77	
Grade 6	76	65.31	53.66	17	24.49	31.71	7	10.20	14.63	
All Grades	66	62.50	61.96	23	25.00	27.72	11	12.50	10.33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	55.81	57.78	27	37.21	31.11	10	6.98	11.11
Grade 4	48	54.00	50.00	41	36.00	34.78	11	10.00	15.22
Grade 5	57	35.71	53.85	33	57.14	32.69	10	7.14	13.46
Grade 6	69	59.18	31.71	22	32.65	56.10	9	8.16	12.20
All Grades	59	51.63	48.91	31	40.22	38.04	10	8.15	13.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	58.14	51.11	39	32.56	44.44	8	9.30	4.44
Grade 4	33	56.00	54.35	48	36.00	30.43	20	8.00	15.22
Grade 5	45	33.33	46.15	43	54.76	44.23	12	11.90	9.62
Grade 6	67	61.22	43.90	30	28.57	36.59	4	10.20	19.51
All Grades	50	52.72	48.91	40	37.50	39.13	10	9.78	11.96

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~50%) of students exceed the standard and (~27%) meet the standard in overall Math achievement. Approximately (~15%) nearly meet and (~7%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 62% of students exceed the standard in concepts/procedures and 26% are near/meeting the standard. Another 11% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~50% exceeding the standard, ~39% near/meeting the standard, and another ~11% not meeting the standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				15

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*					*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*					*
Grade 4			*	*			*	*	*
Grade 5			*	*					*
All Grades	*	*	*	*			*	*	15

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*					*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*							*
Grade 4	*	*					*	*	*
Grade 5	*	*							*
All Grades	11	73.33					*	*	15

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5					*	*			*
All Grades	*	*	*	*	*	*	*	*	15

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*					*
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	15

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*			*	*	*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	15

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	15

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*			*
Grade 4			*	*	*	*	*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	15

Conclusions based on this data:

1. Numbers of English learners who took the ELPAC were not significant for data analysis.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
321	11.5%	5.0%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	5.0%
Foster Youth	1	0.3%
Socioeconomically Disadvantaged	37	11.5%
Students with Disabilities	30	9.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6%
Asian	8	2.5%
Filipino	3	0.9%
Hispanic	63	19.6%
Two or More Races	31	9.7%
White	213	66.4%






Conclusions based on this data:

1. Approximately 12% of students are socioeconomically disadvantaged. This is the lowest in the District.
2. Approximately 5% of students are identified as English learners. This is the lowest in the District.
3. About 9% enrolled are students with disabilities. It should be noted there is an intensive program for students with special needs on this campus.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. English Language Arts and Math overall performance is very strong (blue).
2. Student engagement is an area to improve by decreasing chronic absenteeism for some students.
3. Student behavior is not interfering with learning. Suspension rate is very low (blue).

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>57.5 points above standard</p> <p>Increased 15.3 points</p> <p>176 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>1.6 points above standard</p> <p>Declined -14.4 points</p> <p>14 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>25.3 points above standard</p> <p>Increased 53 points</p> <p>18 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>50.1 points below standard</p> <p>Declined -3.4 points</p> <p>14 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 24.2 points above standard Maintained 1.5 points 25 students	 No Performance Color 64.7 points above standard Increased 7.5 points 18 students	 No Performance Color 0 Students	 Blue 64.9 points above standard Increased 18.3 points 125 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 10 students	63.5 points above standard Increased 17.3 points 158 students

Conclusions based on this data:

- English learners declined in their English language arts/literacy performance.
- Students identified as socioeconomically disadvantaged increased their language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
- Students with disabilities declined in their language arts/literacy performance.

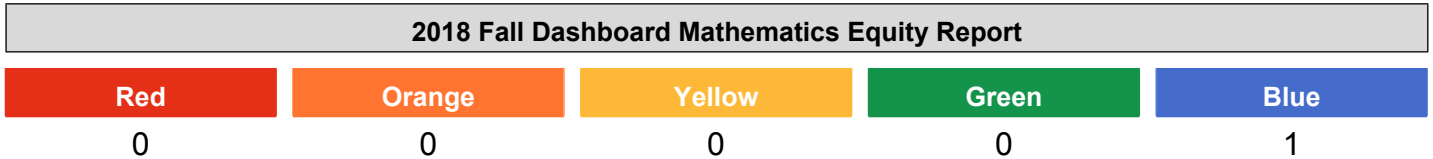
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>48.4 points above standard</p> <p>Maintained -2.2 points</p> <p>176 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>7.5 points above standard</p> <p>Declined -36.2 points</p> <p>14 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>3.8 points below standard</p> <p>Increased 14.8 points</p> <p>18 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>58.6 points below standard</p> <p>Declined -4 points</p> <p>14 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 28.7 points above standard Increased 8 points 25 students	 No Performance Color 58.8 points above standard Declined -12.6 points 18 students	 No Performance Color 0 Students	 Blue 54.4 points above standard Maintained -2.1 points 125 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 10 students	52.4 points above standard Maintained -0.9 points 158 students

Conclusions based on this data:

1. English learners declined in their Math performance. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged increased their Math performance, although there is still more progress to be made to close the gap between all students.
3. Students with disabilities declined in their Math performance. There is still more progress to be made to reduce the gap between SWD and all students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
15	40%	33.3%		26.7%

Conclusions based on this data:

1. Approximately 40% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification.

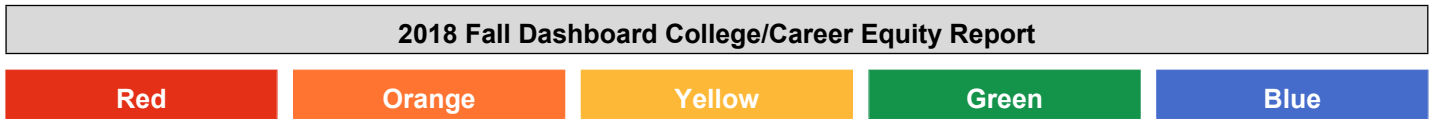
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

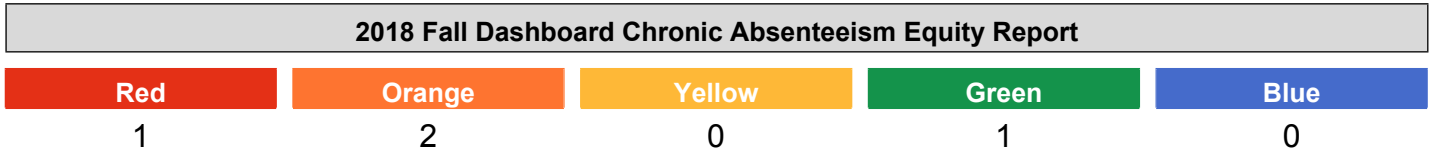
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
7.6% chronically absent	18.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.9%	Increased 18.2%	2 students
327 students	22 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	14.6% chronically absent	23.5% chronically absent
0 students	Increased 9.2%	Increased 11.8%
	41 students	34 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.5% chronically absent Increased 5.3% 64 students	 No Performance Color 9.4% chronically absent Increased 5.5% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 6% chronically absent Declined 1.5% 217 students

Conclusions based on this data:

1. Overall, chronic absenteeism an area for improvement (orange).
2. Students identified as socioeconomically disadvantaged have a higher proportion of students with chronic absenteeism.
3. Students identified with a disability have a higher proportion of students with chronic absenteeism (~23%)

School and Student Performance Data

Academic Engagement Graduation Rate

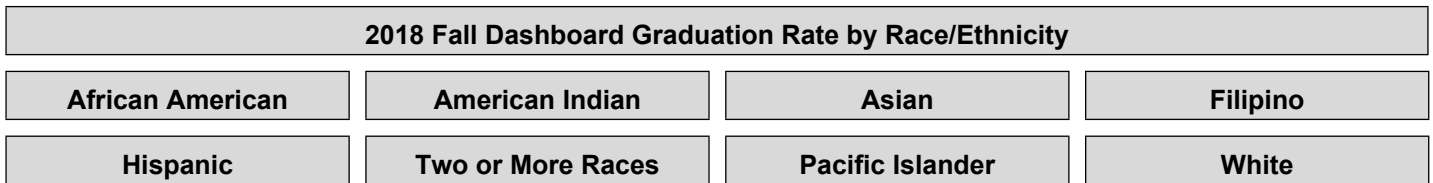
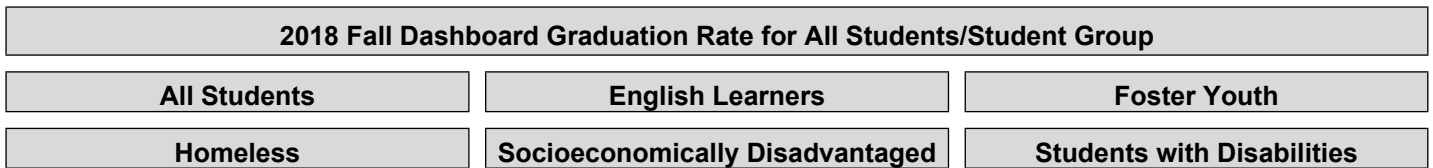
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

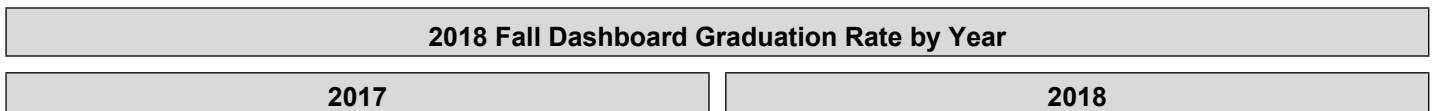
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

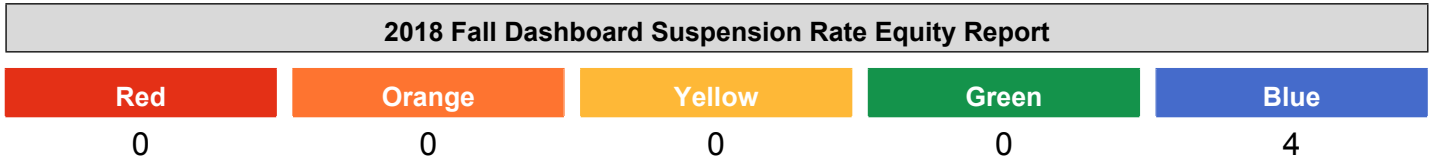
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.3% suspended at least once</p> <p>Declined -0.3%</p> <p>329 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>22 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>42 students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>34 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -1.4% 64 students	 No Performance Color 0% suspended at least once Maintained 0% 32 students	 No Performance Color 0 Students	 Blue 0.5% suspended at least once Maintained 0% 219 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.6% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

- Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.
- Minimal discrepancy exists in suspension rates amongst subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts/Literacy

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

Spring 2019 State and local (STAR 360) data indicates that while many students are having success, a number of students still have room to improve their level of growth and/or proficiency. Additionally, by looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2019 Data Kindergarten 46% Exceeded 27% Met 5% Nearly Met 11% Not Met 11% no data First Grade 74% Exceeded 14% Met 5% Nearly Met 0% Not Met 12% no data	Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease/maintain the number of students not meeting proficiency to less than 10%. Minimize the number of students without data.
STAR 360 - Spring Data Early Literacy – Growth	Spring 2019 Data Kindergarten 43% Exceeded 52% Met 0% Not Met 5% no data First Grade 78% Exceeded 10% Met 4% Not Met	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8% no data	
STAR 360 - Spring Data Reading – Proficiency	Spring 2019 Data Second Grade 46% Exceeded 17% Met 13% Nearly Met 11% Not Met 13% no data Third Grade 57% Exceeded 10% Met 14% Nearly Met 6% Not Met 12% no data Fourth Grade 43% Exceeded 26% Met 15% Nearly Met 7% Not Met 9% no data Fifth Grade 50% Exceeded 25% Met 5% Nearly Met 7% Not Met 13% no data Sixth Grade 40% Exceeded 26% Met 16% Nearly Met 5% Not Met 12% no data	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%. Decrease/maintain the number of students not meeting proficiency to less than 10%. Minimize the number of students without data.
STAR 360 - Spring Data Reading - Growth	Spring 2019 Data Second Grade 35% Exceeded 17% Met 41% Not Met 7% no data Third Grade 43% Exceeded 20% Met 29% Not Met 8% no data Fourth Grade 37% Exceeded 17% Met 46% Not Met	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% no data Fifth Grade 48% Exceeded 11% Met 41% Not Met 9% no data Sixth Grade 35% Exceeded 14% Met 40% Not Met 11% no data	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	Spring 2019 Data Third Grade 55% Exceeded 25% Met 18% Nearly Met 2% Not Met Fourth Grade 39% Exceeded 27% Met 23% Nearly Met 11% Not Met Fifth Grade 64% Exceeded 20% Met 10% Nearly Met 6% Not Met Sixth Grade 47% Exceeded 38% Met 15% Nearly Met 0% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease/maintain the number of students not meeting proficiency to less than 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation

within the class environment. Teachers will participate in professional development to support their skills in data analysis and knowledge of effective PLC teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,600

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Grade level PLC teams will utilize data/discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time. Additional support staff utilized to decrease student:staff ratio during targeted instruction for students with strategic or intensive needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional funds required.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Supplemental curriculum and intervention/extension materials will be acquired to systematically support targeted intervention/extension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional funds required.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional funds required.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Master scheduling and professional development supported the development of team collaboration and professional learning community work (PLCs). Grade level PLCs collaborate to analyze student formative and summative assessments as well as discuss effective instructional strategies for all students. Additionally, PLCs worked together to determine intervention/extension needs of students and implement strategies/curriculum to serve them in differentiated target time. PLC teams are more significantly in alignment with each other, which supports uniform access to learning for all students. We expect continued improvement on State and local assessments as an outcome of these efforts.

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

There was no significant difference between the intended implementation of the budget and the 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.

Our next steps will be to continue to work as Professional Learning Communities to examine our Tier I core instruction more deeply, including what we can do to differentiate and scaffold within core instruction to support the success of all students. We will continue to provide systematic targeted intervention/extension time for students. The curriculum, instructional strategies, and skills to target will be discussed during PLC time teams have together. Acquisition of common materials for targeted intervention/extension will be determined. As we analyze how students perform, we will continue to look at proficiency measures, but also will be examining their growth to measure adequate progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

Goal 2

All students will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

Identified Need

Spring 2019 State and local (STAR 360) data indicates that while many students are having success, a number of students have room to improve their level of growth and/or proficiency. Additionally, looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Refine and administer common formative assessments in math	All students will participate in common formative assessments in math twice per unit. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 - Spring Scaled Score Math, Proficiency	Spring 2019 Data Second Grade 52% Exceeded 17% Met 11% Nearly Met 7% Not Met 13% no data Third Grade 69% Exceeded 8% Met 8% Nearly Met 4% Not Met 10% no data Fourth Grade 57% Exceeded 13% Met 11% Nearly Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% Not Met 9% no data Fifth Grade 64% Exceeded 16% Met 0% Nearly Met 7% Not Met 13% no data Sixth Grade 65% Exceeded 18% Met 7% Nearly Met 0% Not Met 11% no data	
STAR 360 - Spring Scaled Score Math, Growth	Spring 2019 Data Second Grade 30% Exceeded 26% Met 43% Not Met 2% no data Third Grade 27% Exceeded 39% Met 29% Not Met 0% no data Fourth Grade 22% Exceeded 33% Met 46% Not Met 0% no data Fifth Grade 16% Exceeded 30% Met 45% Not Met 9% no data Sixth Grade 4% Exceeded 14% Met 82% Not Met 0% no data	100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.
SBAC - Spring Overall Math Achievement	Spring 2019 Data Third Grade 64% Exceeded 23% Met 5% Nearly Met 9% Not Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the number of students not

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fourth Grade 45% Exceeded 23% Met 23% Nearly Met 9% Not Met Fifth Grade 57% Exceeded 24% Met 10% Nearly Met 10% Not Met Sixth Grade 55% Exceeded 26% Met 2315% Nearly Met 4% Not Met	meeting proficiency to less than 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to determine essential standards in math. They will use these identified essential math standards as the basis for Tier I core instruction, scaffolding, and differentiation in class. Essential standards will be monitored with common formative assessments. Essential standards will be communicated to special education teachers and families to support focused intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.

Budget reviewed at Site Council - See Agendas and Minutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

Additional materials (from adopted materials or digital resources) to support math differentiation within the classroom will be explored.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional funds required.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

A Math Club to support students in extending deeper into math problem-solving will be established and implemented.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional funds required. Parent supported.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Professional Learning Communities (PLCs) were established and regularly met to discuss student outcomes and collaboratively determine an instructional response to support student learning. Teacher teams collaborated and developed greater alignment amongst each other and in using District adopted materials. 4th-6th Grade students significantly improved student outcomes as compared to the previous year on the SBAC assessment. STAR 360 proficiency outcomes indicate several grade levels are demonstrating strong increases in overall outcomes.

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

There were no drastically material differences in 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.

For the 2019-2020 school year, PLC teams will be utilizing common formative assessments in math to more specifically guide their instruction. They will continue progress monitor student performance with the STAR 360 math assessment, also.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 2: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production as a means to increase student engagement in higher level thinking skills.

Identified Need

Informal observations, student performance data, and 2018-2019 instructional rounds data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continues to be an area for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will self-assess three times/year the level of oral language frequency and complexity during an integrated lesson (ELA, Math, or Science)	This will occur in the first week of October.	Over the course of the school year teachers will increase the frequency and complexity of contributions by students to academic discussion during core instruction through the use of strategic structured language practices and routines.
Students will self-assess three times/year the number of times they contribute to a conversation during a lesson (ELA, Math, or Science)	This will occur in the first week of October.	Over the course of the school year students will increase the reported number of times that they productively contribute to academic discussion during core instruction through participation in structured language practices and routines.
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observations indicate that student language production and scaffolding to support language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		student oral language production.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level range, with lower than average student to teacher class size utilizing Wonders Designated ELD curriculum. Certificated Tutor support will reduce student:staff ratio for ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,034

Source(s)

Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Mountain View, including English learners and students from low-income households, will be served by this strategy.

Strategy/Activity

During the 2019-2020 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost to site

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers and principal participated in instructional rounds. Feedback identified a continued need to implement structured language practices to support language usage across the curriculum throughout the school day. Students participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students with more intensive language needs.

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

There were no drastically material differences in the 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.

Feedback from teachers and leadership indicates students increased their opportunities and ability to produce oral language throughout the school day. However, data indicates this is a continued area of need.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,034
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,634.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$2,034.00

Subtotal of additional federal funds included for this school: \$2,034.00

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

State or Local Programs	Allocation (\$)
LCAP	\$12,600.00

Subtotal of state or local funds included for this school: \$12,600.00

Total of federal, state, and/or local funds for this school: \$14,634.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	12,600.00	0.00
Title III	2,034.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	12,600.00
Title III	2,034.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	12,600.00
	Title III	2,034.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,600.00
Goal 3	2,034.00

School Site Council Membership

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

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

Name of Members	Role
Joanna Lauer	Principal
Kaeley Christensen	Other School Staff
Mitch Light	Classroom Teacher
Lara Sullivan	Parent or Community Member
Ian Silverberg	Parent or Community Member
Meredith Murr	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

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 .

Attested:

Principal, Dr. Joanna Lauer on	
SSC Chairperson, Chairperson: on	

Meredith Murr - Chairperson, Parent
Kaeley Christensen - Classified Personnel Rep.
Mitch Light - Certificated
Lara Sullivan - Parent
Ian Silverberg - Parent
Joanna Lauer - Admin.