



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	42691956045504	September 20, 2023	October 25, 2023

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. Areas of focus, as communicated by the School Site Council include parent communication about Positive Behavior Intervention Supports, clarification and communication of school values, and continued work on inclusion. All parents of students considered to be English Language Learners give input through the English Learners Needs Assessment survey. This survey is sent out both digitally and hard copy. Survey results are shared with parents of students who are English Learners. Results from the 2022-2023 the English Learners Needs Assessment survey indicated that families are clear in their understanding of the reclassification process but have relative concern about their child learning academic subjects. Results of a survey on school climate, administered to 2nd and 6th grade students was reviewed. The school climate survey showed areas of concern include making learning fun and challenging, friendliness of students, and sense of belonging.

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. Observations are done during instructional time and during team collaboration time. Feedback is given both orally and in writing within 48 hours of being observed. Learning targets, specificity in daily schedules, cohesive pacing at each grade level, and District curriculum use were priorities for observations in 2022-2023. It was noted from over 100 classroom observations that continued attention needs to be paid to curriculum use for social-emotional learning and science, as well as engagement strategies that benefit all students, including during inclusion time.

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. Benchmark data is compiled and summarized in reports for ease of use. Data is shared with parents. Data includes curriculum unit assessments for math and reading, DIBELS and STAR assessments, and end-of-year SBAC assessments.

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

All students take STAR 360 Early Literacy or Reading/Math assessments 7-8 times per year. Additionally, common formative assessments in math are administered one time per unit, along with the summative assessments their teacher elects to use. Writing assessments are conducted formally and informally and are not integrated with ELA common formative assessments. Teachers 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. Staff development continue to be in the areas of Professional Learning Communities and Positive Behavior Intervention Supports.

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. Literacy coaches will support staff development in the areas of reading and reading comprehension, with an emphasis on the science of reading, for the 2023-2024 school year. Early Childhood Development will continue to be a focus for Transitional Kindergarten and Kindergarten teachers. Differentiation and rigor will be a focus for all grade levels.

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 meet one time per week for grade level collaboration. Support staff can design their schedules to accommodate meeting with 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. Specifically, Second Step curriculum, the use of Amplify curriculum as a foundation for science instruction, as well as math manipulatives for our Bridges curriculum will be a site expectation.

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 is 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. Our school will continue the development of DEI strategies. We will enhance our welcoming campus for students and families by hosting specific family gathering events in order to build community and give opportunity for families to provide informal feedback to staff and administration.

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. We monitor student academic progress throughout the year for all student groups and use grade level PLCs to monitor the growth of student groups that include SpEd, MLL's, and subgroups by ethnicity.

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. Reading intervention is provided for students in urgent intervention throughout the year. Targeted instruction is provided for all grade levels in order to extend and or reteach essential standards, depending on student need at each grade level.

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.

Educational Partner 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 balance between parents and staff, works to review input from various educational partners in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. Input for this School Plan for Student Achievement was given in-person on May 24, 2023. Input was gathered from our Guiding Coalition, in-person, on May 9, 2023. Guiding Coalition expressed interest in merging our Wonders reading curriculum with science of reading practices for

Kindergarten and first grade. Math intervention was commented as a need for our school. In addition to this, multiple grade levels indicated interest in exploring SBAC interim assessments in 2023-2024. Our Parent-Teacher Organization continues to want to increase parent engagement in school and PTA events. This input was gathered on May 22, 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	29	48	62
Grade 1	41	51	49
Grade 2	27	60	51
Grade3	41	50	53
Grade 4	36	53	41
Grade 5	47	55	52
Grade 6	40	55	44
Total Enrollment	261	372	352

Conclusions based on this data:

1. Our total enrollment remains stable for our school.
2. Our student groups remain relatively stable.
3. A Transitional Kindergarten class was added in 2022-2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	15	15	12	5.7%	4.0%	3.4%
Fluent English Proficient (FEP)	16	35	21	6.1%	9.4%	6.0%
Reclassified Fluent English Proficient (RFEP)	2			13.3%		

Conclusions based on this data:

1. The number of language learners remains minimal.

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 Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39	47	51	0	45	50	0	45	50	0.0	95.7	98.0
Grade 4	30	50	42	0	50	42	0	50	42	0.0	100.0	100.0
Grade 5	45	45	48	0	45	47	0	45	47	0.0	100.0	97.9
Grade 6	38	50	45	0	49	45	0	49	45	0.0	98.0	100.0
All Grades	152	192	186	0	189	184	0	189	184	0.0	98.4	98.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2503.	2508.		68.89	64.00		6.67	16.00		13.33	14.00		11.11	6.00
Grade 4		2534.	2525.		56.00	50.00		24.00	21.43		6.00	11.90		14.00	16.67
Grade 5		2548.	2576.		51.11	51.06		22.22	29.79		11.11	4.26		15.56	14.89
Grade 6		2616.	2582.		48.98	40.00		34.69	33.33		14.29	17.78		2.04	8.89
All Grades	N/A	N/A	N/A		56.08	51.63		22.22	25.00		11.11	11.96		10.58	11.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.33	46.00		40.00	52.00		6.67	2.00
Grade 4		48.00	23.81		40.00	66.67		12.00	9.52
Grade 5		40.00	48.94		51.11	46.81		8.89	4.26
Grade 6		40.82	42.22		57.14	48.89		2.04	8.89
All Grades		45.50	40.76		47.09	53.26		7.41	5.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.56	50.00		33.33	42.00		11.11	8.00
Grade 4		44.00	26.19		46.00	61.90		10.00	11.90
Grade 5		40.00	51.06		44.44	38.30		15.56	10.64
Grade 6		55.10	31.11		40.82	57.78		4.08	11.11
All Grades		48.68	40.22		41.27	49.46		10.05	10.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.78	30.00		60.00	60.00		2.22	10.00
Grade 4		24.00	26.19		68.00	66.67		8.00	7.14
Grade 5		31.11	21.28		62.22	65.96		6.67	12.77
Grade 6		30.61	26.67		65.31	64.44		4.08	8.89
All Grades		30.69	26.09		64.02	64.13		5.29	9.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.00	42.00		46.67	54.00		13.33	4.00
Grade 4		26.00	30.95		60.00	59.52		14.00	9.52
Grade 5		20.00	38.30		68.89	51.06		11.11	10.64
Grade 6		32.65	33.33		65.31	57.78		2.04	8.89
All Grades		29.63	36.41		60.32	55.43		10.05	8.15

Conclusions based on this data:

1. Third grade has high overall achievement in ELA on the SBAC assessment.
2. Overall achievement remains high, although there was a small increase in the percentage of students below standard for 2021-2022.
3. Fourth grade had a slight decline in achievement from the 2021-2022 to the 2022-2023 school year.

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 Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39	47	51	0	45	50	0	45	50	0.0	95.7	98.0
Grade 4	30	50	42	0	49	42	0	49	42	0.0	98.0	100.0
Grade 5	45	45	48	0	45	47	0	45	47	0.0	100.0	97.9
Grade 6	38	50	45	0	50	45	0	50	45	0.0	100.0	100.0
All Grades	152	192	186	0	189	184	0	189	184	0.0	98.4	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2508.	2496.		66.67	52.00		8.89	30.00		15.56	10.00		8.89	8.00
Grade 4		2555.	2535.		57.14	47.62		28.57	26.19		6.12	16.67		8.16	9.52
Grade 5		2555.	2567.		40.00	46.81		31.11	25.53		20.00	17.02		8.89	10.64
Grade 6		2623.	2606.		54.00	48.89		28.00	24.44		10.00	13.33		8.00	13.33
All Grades	N/A	N/A	N/A		54.50	48.91		24.34	26.63		12.70	14.13		8.47	10.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.67	54.00		24.44	38.00		8.89	8.00
Grade 4		59.18	52.38		32.65	35.71		8.16	11.90
Grade 5		40.00	46.81		46.67	40.43		13.33	12.77
Grade 6		54.00	55.56		40.00	35.56		6.00	8.89
All Grades		55.03	52.17		35.98	37.50		8.99	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.67	50.00		17.78	42.00		15.56	8.00
Grade 4		55.10	45.24		38.78	45.24		6.12	9.52
Grade 5		33.33	34.04		60.00	53.19		6.67	12.77
Grade 6		46.00	40.00		46.00	46.67		8.00	13.33
All Grades		50.26	42.39		40.74	46.74		8.99	10.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.11	36.00		40.00	60.00		8.89	4.00
Grade 4		57.14	50.00		34.69	40.48		8.16	9.52
Grade 5		33.33	29.79		55.56	63.83		11.11	6.38
Grade 6		42.00	33.33		52.00	55.56		6.00	11.11
All Grades		46.03	36.96		45.50	55.43		8.47	7.61

Conclusions based on this data:

1. Third grade had overall high achievement in math in 2023.
2. Fifth grade had a decline in math achievement and fourth grade had a slight decline in math achievement on the SBAC assessment in 2023.
3. Sixth grade had a marked increase in math achievement from the 2021-2022 to the 2022-2023 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										13	7	5

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	38.46	*	*	7.69	*	*	15.38	*	*	38.46	*	*	13	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	38.46	*	*	23.08	*	*	7.69	*	*	30.77	*	*	13	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	*	*	23.08	*	*	23.08	*	*	46.15	*	*	13	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	15.38	*	*	30.77	*	*	53.85	*	*	13	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	53.85	*	*	15.38	*	*	30.77	*	*	13	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	7.69	*	*	30.77	*	*	61.54	*	*	13	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	15.38	*	*	46.15	*	*	38.46	*	*	13	*	*

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
372	14.0	4.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mountain View School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	4.0
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	52	14.0
Students with Disabilities	49	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian		
Asian	22	5.9
Filipino	3	0.8
Hispanic	83	22.3
Two or More Races	49	13.2
Pacific Islander	1	0.3
White	211	56.7

Conclusions based on this data:

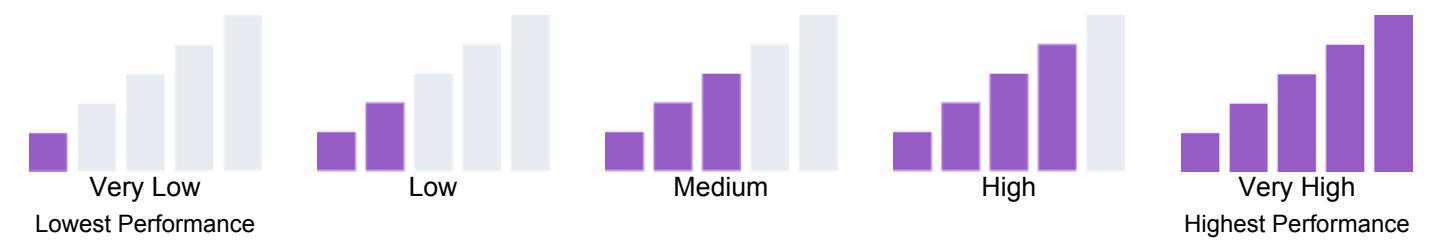
- 1. Our subgroups by Primary Ethnicity remain stable.
- 2. Approximately 3% of students are identified as English learners. This is the lowest in the District, and has declined since the 2021-2022 school year.
- 3. About 15% enrolled are students with disabilities. It should be noted there is an intensive program for students with special needs on this campus.

School and Student Performance Data

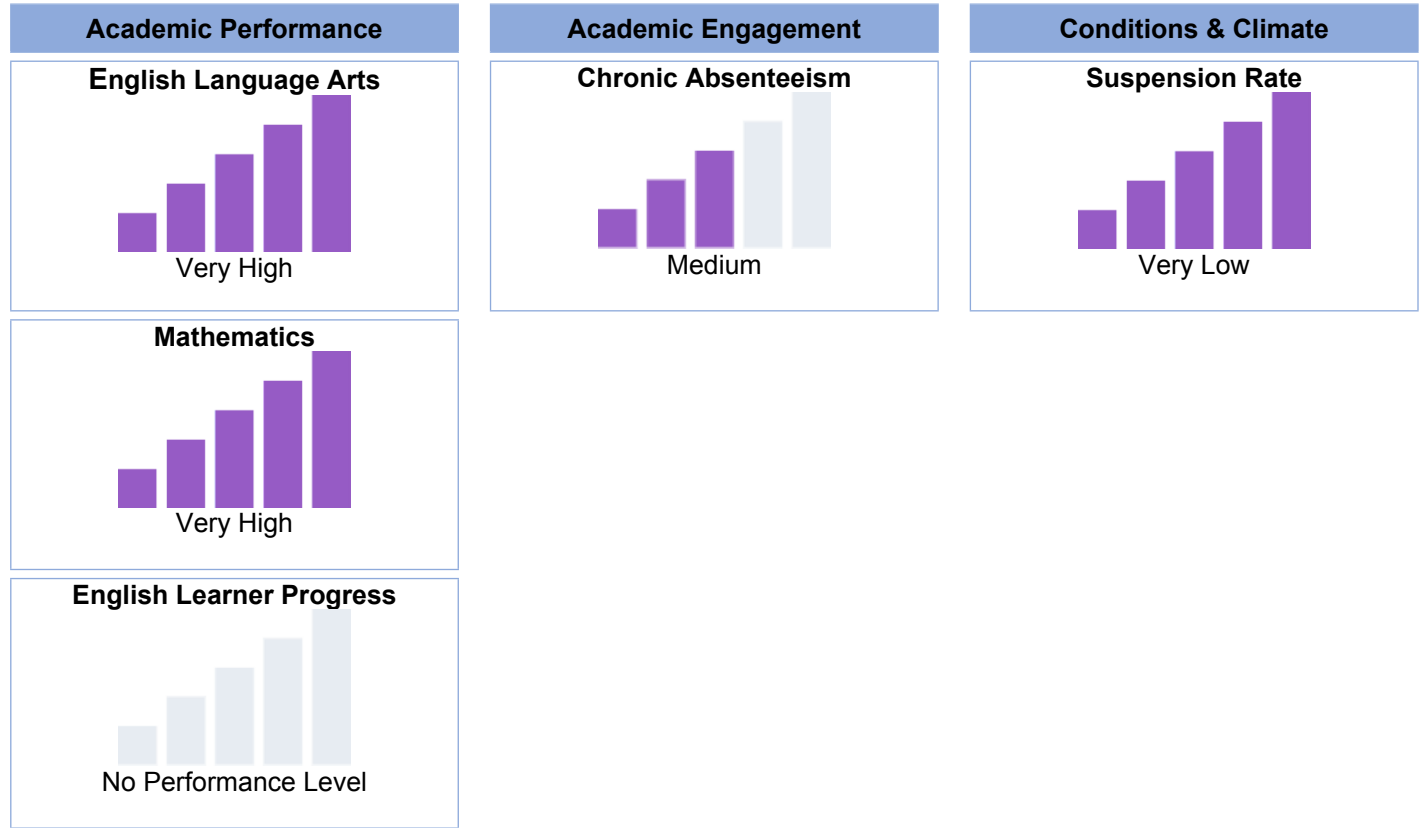
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

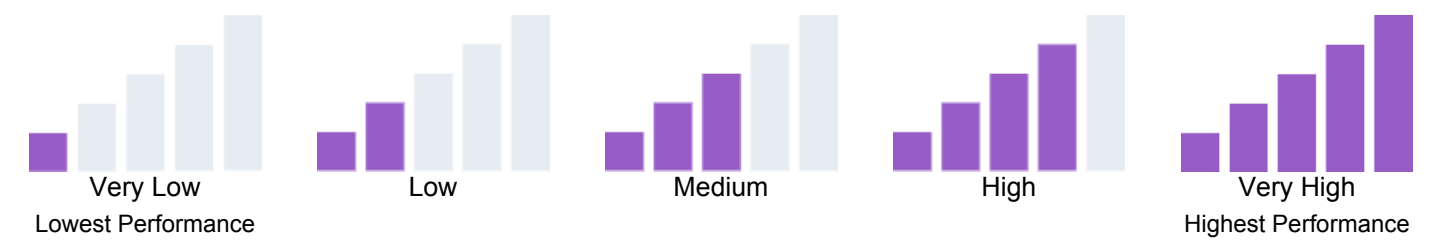
- Overall, Mountain View is performing well above average in English Language Arts and Mathematics.
- Chronic Absenteeism continues to be an area of focus for the 2022-2023 school year.
- Suspension rate maintains as very low.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



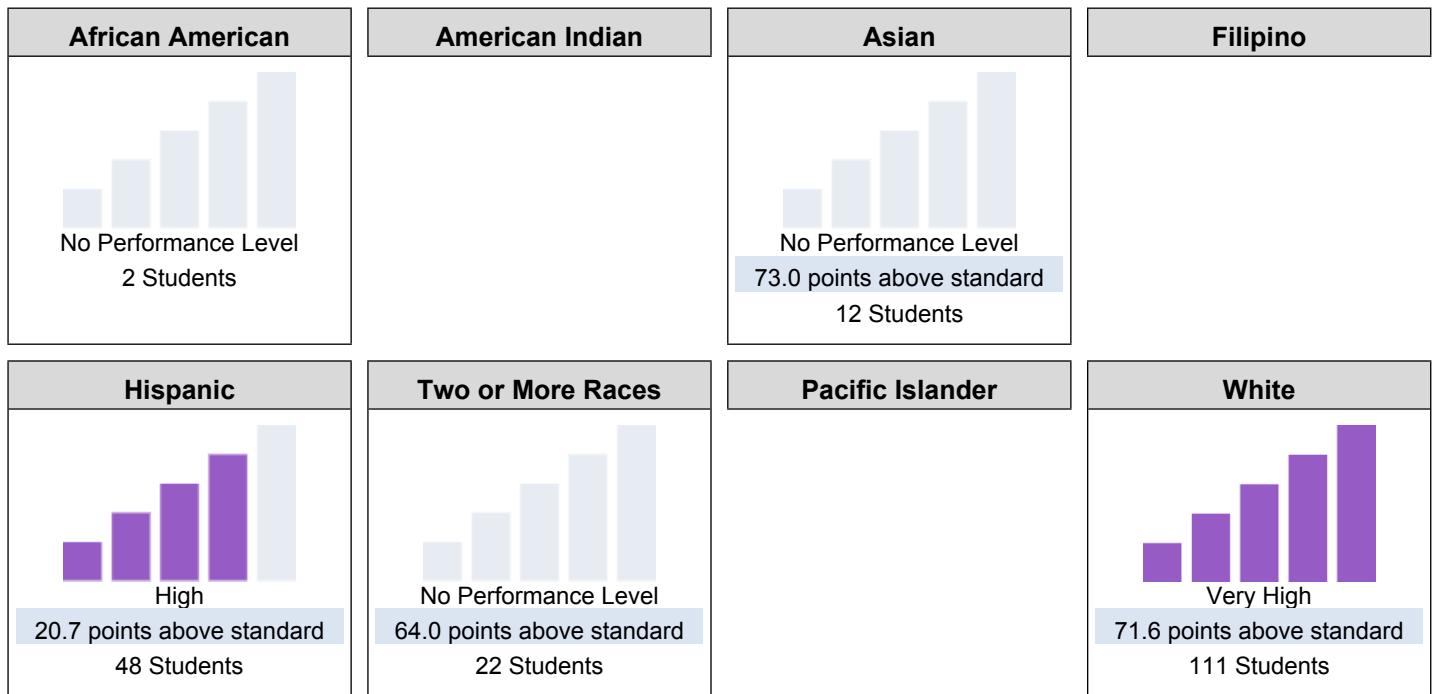
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>59.7 points above standard</p> <p>194 Students</p>	<p>No Performance Level</p> <p>2.4 points above standard</p> <p>20 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>No Performance Level</p> <p>6.0 points below standard</p> <p>29 Students</p>	<p>Low</p> <p>64.6 points below standard</p> <p>32 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	40.3 points above standard 12 Students	64.5 points above standard 163 Students

Conclusions based on this data:

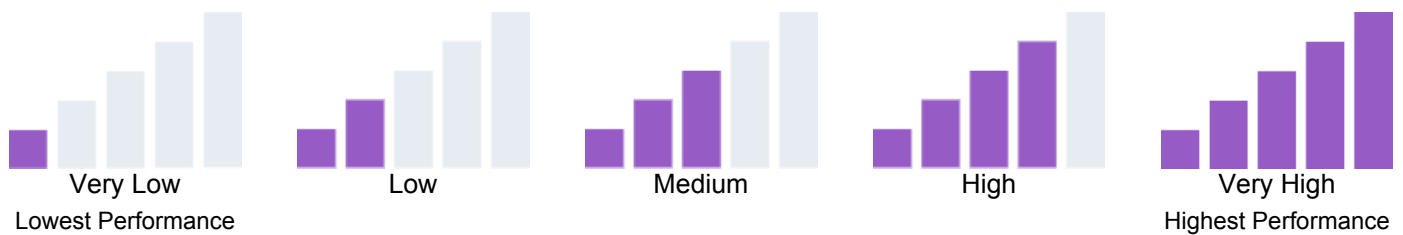
1. There is a ~50 point discrepancy between achievement of students who identify as White and students who identify as Latin X in English Language Arts.
2. Our Students with Disabilities performed 65 points below standard for the 2022-2023 school year.
3. Our Reclassified English Learners are performing above grade level in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



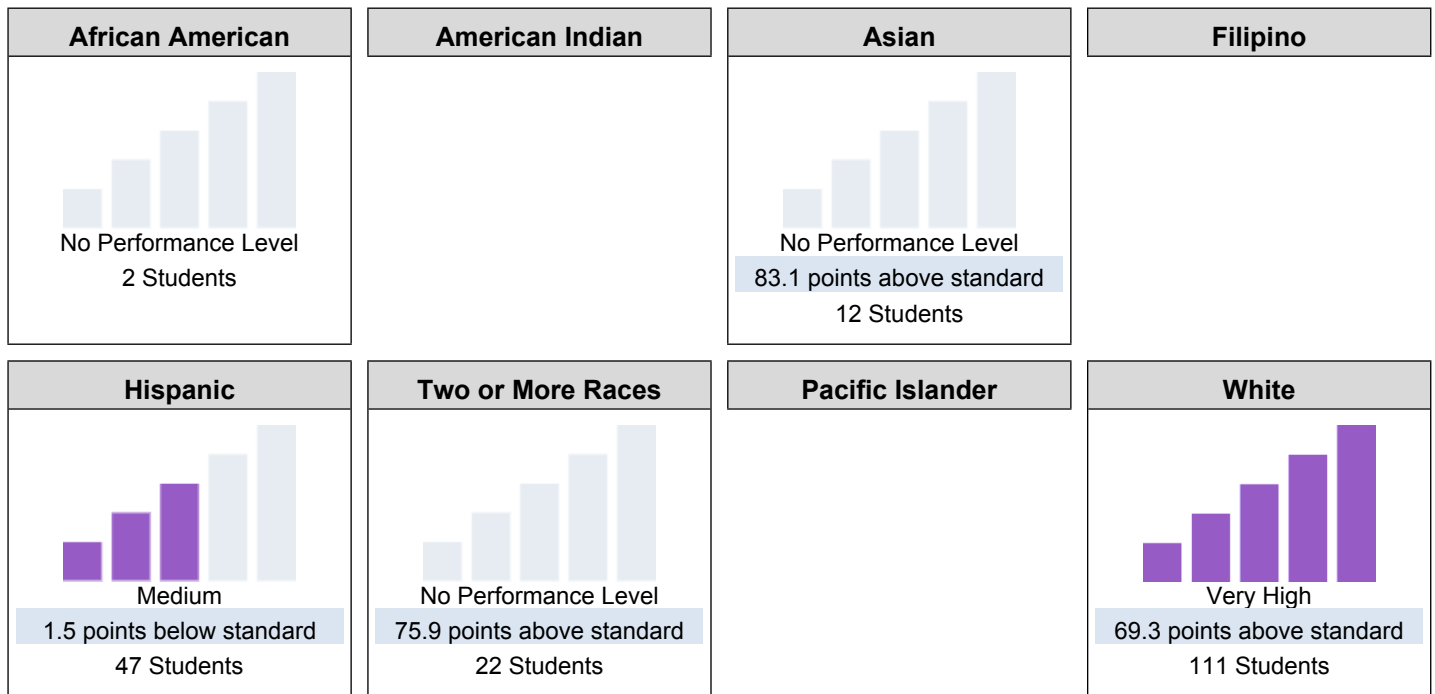
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>55.1 points above standard</p> <p>193 Students</p>	<p>No Performance Level</p> <p>3.5 points above standard</p> <p>20 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>No Performance Level</p> <p>39.2 points below standard</p> <p>29 Students</p>	<p>Low</p> <p>79.2 points below standard</p> <p>31 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	56.2 points above standard 12 Students	58.3 points above standard 162 Students

Conclusions based on this data:

1. Students with Disabilities are achieving at 80 points below grade level.
2. Our Latinx population reduced the number of points they are achieving below the grade level, from 8 points below the standard in 2021-2022 to 1.5 points below the standard in 2023.
3. Our Reclassified English Learners area performed higher in mathematics than in English Language Arts in 2023.

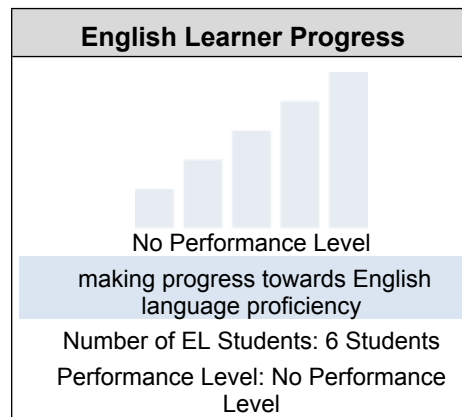
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

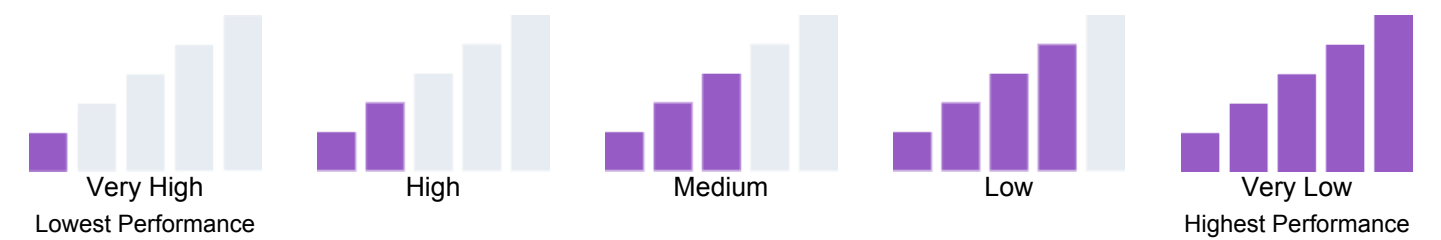
1. Approximately 40% of English learner students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification. There was no additional ELPAC data for 2020 due to COVID-related school closures.
2. It should be noted that the 2019/2020 and 2020/2021 school years were impacted by the COVID-19 Pandemic and subsequent school closures so all conclusions are based on data from 2019.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



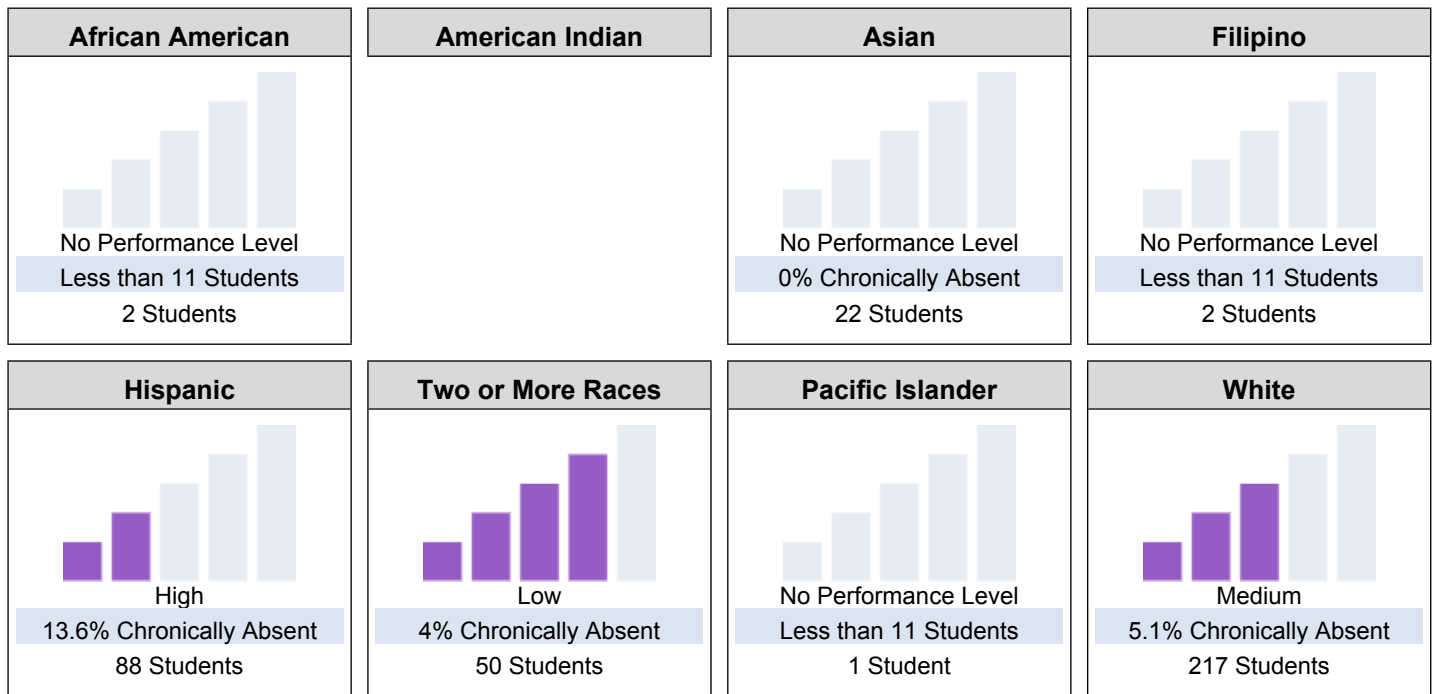
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	2	1	1	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div><p>Medium</p><p>6.8% Chronically Absent</p><p>382 Students</p></div>	<div>English Learners</div> <div><p>No Performance Level</p><p>20% Chronically Absent</p><p>20 Students</p></div>	<div>Foster Youth</div> <div></div>
<div>Homeless</div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>1 Student</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>High</p><p>17.2% Chronically Absent</p><p>58 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very High</p><p>20.4% Chronically Absent</p><p>54 Students</p></div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Latin X population have a Chronic Absenteeism rate above 10%.
2. Students that are socioeconomically disadvantaged have a Chronic Absenteeism rate above 10%.
3. Our Students with Disabilities have the highest percentage of Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



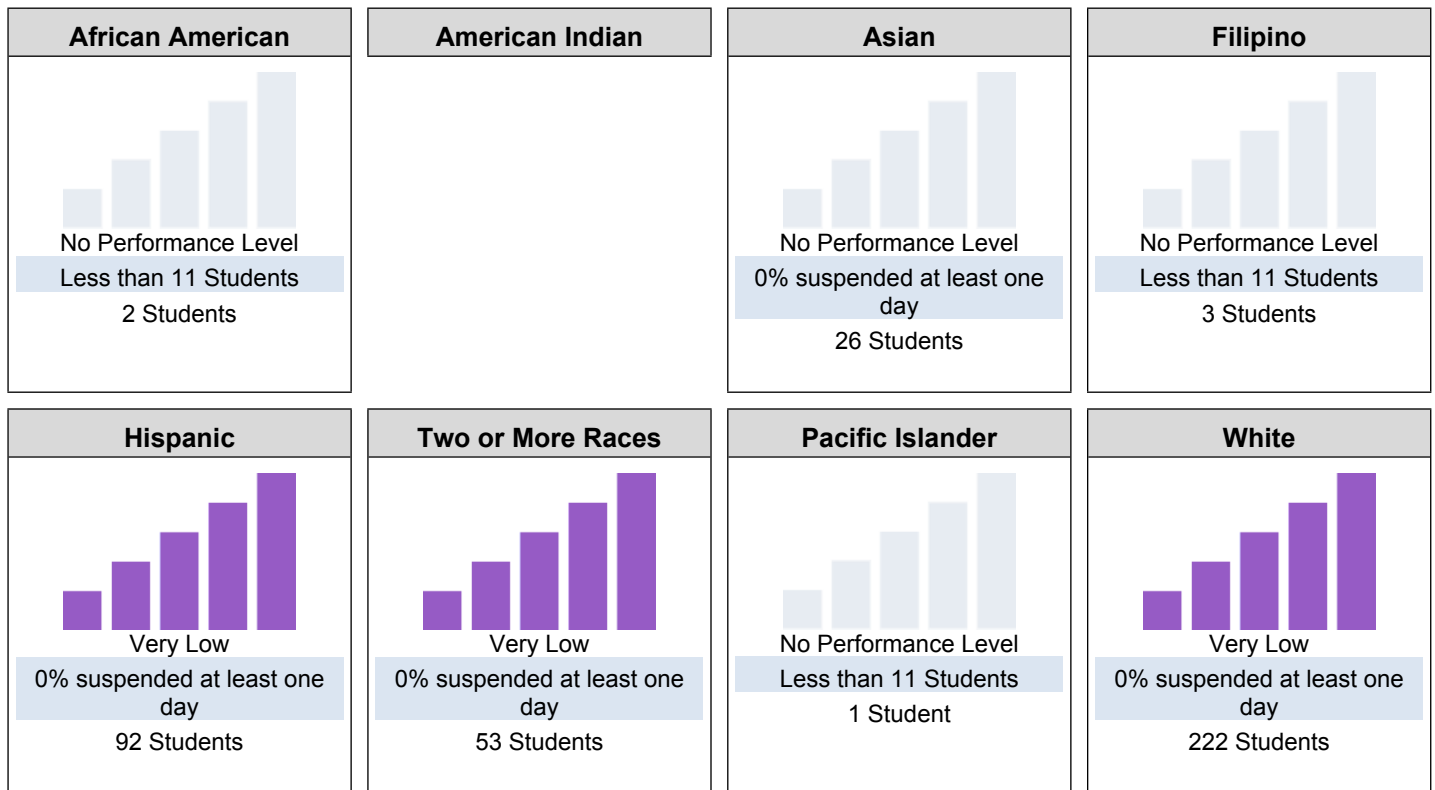
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Very Low</p> <p>0% suspended at least one day</p> <p>399 Students</p>	English Learners <p>No Performance Level</p> <p>0% suspended at least one day</p> <p>23 Students</p>	Foster Youth
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	Socioeconomically Disadvantaged <p>Very Low</p> <p>0% suspended at least one day</p> <p>66 Students</p>	Students with Disabilities <p>Very Low</p> <p>0% suspended at least one day</p> <p>57 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present.
2. Minimal discrepancy exists in suspension rates amongst subgroups.
3. In 2023, the suspension rate increased for the first time in 5 years.

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 4: All students, including subgroups of students disaggregated by ethnicity, low-income households, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

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

Identified Need

Spring 2023 State and local (STAR 360) data indicates that while many students are meeting standards, 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 teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring 2022 Early Literacy – PROFICIENCY	<p>STAR 360 EARLY LITERACY PROFICIENCY SPRING 2023 DATA</p> <p>Kindergarten: Overall At/Above = 83.7% Student Group by Ethnicity* Latinx = 62.5% White = 92.3% Multiple = 75%</p> <p>No Disability = 81.6%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>STAR 360 EARLY LITERACY PROFICIENCY SPRING 2022 DATA</p> <p>Kindergarten: Overall At/Above = 79.5% Student Group by Ethnicity* Latinx = 72.7%</p>	<p>Increase proficiency of Kindergarten students in each subgroup on the Early Literacy Assessment by at least 5% by the spring of 2024. Latinx Goal = 65% Multiple Goal = 80% White = 90%</p> <p>Minimize the difference between proficiency of students identified as White and students identified as Latinx by at least 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White 80% Multiple = 75%</p> <p>STAR 360 EARLY LITERACY PROFICIENCY SPRING 2021 DATA (4/26-5/20)</p> <p>Kindergarten: Overall At/Above = 72.4% Student Group by Ethnicity* Latinx = 17% White 88.2% Multiple = 75%</p>	
STAR 360 - Spring 2022 Reading – PROFICIENCY	<p>STAR 360 READING PROFICIENCY SPRING 2023 DATA</p> <p>Overall At/Above = 84.7% Student Group by Ethnicity* Latinx = 77.1% White = 85.6% Multiple = 85.7%</p> <p>No Disability = 89.8% Disability = 37.0%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>STAR 360 READING PROFICIENCY SPRING 2022 DATA</p> <p>Overall At/Above = 84% Student Group by Ethnicity* Latinx = 68.5% White = 86.4% Multiple = 85.4%</p> <p>*Only statistically significant student groups represented in data above.</p>	<p>Maintain 85% proficiency of Overall, White, and Multiple student subgroups in reading, as measured by the STAR 360 Assessment through the spring of 2023.</p> <p>Minimize the difference between proficiency of students identified as White and students identified as Latinx by at least 3%.</p> <p>Increase proficiency of students with a disability to 40%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>STAR 360 READING PROFICIENCY SPRING 2021 DATA (4/26-5/20)</p> <p>Overall At/Above = 79.2% Student Group by Ethnicity* Latinx = 52.4% White = 86% Multiple = 82.8%</p> <p>*Only statistically significant student groups represented in data above.</p>	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	<p>SPRING 2023 SBAC DATA</p> <p>Overall At/Above = 77.7% Student Group by Ethnicity* Latinx = 64.7% White = 82.2% Multiple = 68%</p> <p>No Disability: 84.6% Disability: 11.8%</p> <p>SPRING 2022 SBAC DATA</p> <p>Overall At/Above = 78.3% Student Group by Ethnicity* Latinx = 65.9% White = 82%</p> <p>*Only statistically significant student groups represented in data above.</p>	<p>Increase the number of students meeting and exceeding proficiency in reading as measured by the SBAC to 80%.</p> <p>Minimize the difference between proficiency of students identified as White and students identified as Latinx by at least 5%.</p> <p>Increase proficiency for students with a disability to 20%.</p>
STAR Early Literacy 2022 Growth Percentile – GROWTH	<p>FALL TO SPRING READING GROWTH EARLY LITERACY-2023 Kindergarten</p> <p>Overall Typical/Above Average Growth = 80% Student Group by Ethnicity Latinx = 66.7% White = 87%</p>	<p>Maintain overall growth in Early Literacy at 80%, and reduce gap between Latin X and White students by 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>FALL TO SPRING READING GROWTH EARLY LITERACY-2022 Kindergarten</p> <p>Overall Typical/Above Average Growth = 61.4% Student Group by Ethnicity Latinx = 54.5% White = 65.5%</p> <p>FALL TO SPRING READING GROWTH EARLY LITERACY-2021 Kindergarten</p> <p>Overall Typical/Above Average Growth = 44.4% Student Group by Ethnicity Latinx = 0% White = 50% Multiple = 75%</p>	
STAR Reading 2022 Growth Percentile – GROWTH	<p>STAR 360 FALL-TO-SPRING READING GROWTH 2023</p> <p>Overall Typical/Above Average Growth = 65.8% Student Group by Ethnicity Latinx = 71.7% White = 66.7% Multiple = 60%</p> <p>No Disability = 67.1% Disability = 53.8%</p> <p>STAR 360 FALL-TO-SPRING READING GROWTH 2022</p> <p>Overall Typical/Above Average Growth = 66.6% Student Group by Ethnicity Latinx = 63% White = 69% Multiple = 65.9%</p>	<p>Increase our overall school growth of students with typical/above average growth percentile to 67%.</p> <p>Minimize the difference between growth of students identified as White and students identified as Latinx by at least 2%.</p> <p>Increase growth percentile for students with a disability to 60%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>STAR 360 FALL-TO-SPRING READING GROWTH 2021</p> <p>Overall Typical/Above Average Growth = 65%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 57.1%</p> <p>White = 66.2%</p> <p>Multiple = 67.9%</p>	

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 teams will meet weekly to discuss student progress, pace curriculum, and identify learning targets. Common formative assessments will analyzed collaboratively in grade level teams using a data protocol a minimum of two times in 2023-2024.

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)

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

In order to lessen an achievement gap at Mountain View School, Professional Learning Teams will monitor student progress on Essential Standards for statistically significant ethnicity subgroups and for students with disabilities. Five certificated staff members will attend a Professional Learning Community conference in September 2023 in order to increase knowledge of essential standards, curriculum pacing, and progress monitoring.

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)

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

Online programs will be purchased to provide additional systematic reading instruction for all students. Data from these programs will supplement the data collected from Star Reading and Early Literacy instruction and will aid in decision-making about reading interventions offered. Differentiated assistance will be offered to specific grade levels in order to ensure consistent use.

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)

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 will be served by this strategy.

Strategy/Activity

Teachers and students will be intentional about learning how to pronounce student and parent names. After participating in the My Name, My Identity campaign in August of 2023, staff will implement this action in the classroom and during parent conferences.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 Teams met weekly during the 2023-2024 school year to pace and plan instruction and discuss student progress in reading at each grade level. Learning targets were identified, but not all learning targets were visible on a consistent basis. PLT's developed and followed a year-long unit plan for reading and math for our District Office. This was successful, as it aided with pacing curriculum and identifying a sequence for instruction.

Supplemental reading programs were used in Kindergarten-6th grade. Reading Plus and Lexia offered valuable supplemental data on the reading progress of students and provided individualized, differentiated learning experiences. Both programs will be continued. Program use was monitored by the Principal, but closer monitoring will occur next year to ensure commensurate opportunities are given to each class at each grade level. Accelerated Reader will be discontinued, as this was not used enough to justify the subscription purchase for another year.

Data team meetings were held each trimester with the principal and Learning Center Teacher and resulted in a clear and common understanding about student progress in reading as measured by the STAR 360. Individual subgroups were highlighted in the last data team of the year. Data teams were not attended by the School Psychologist, Mild-Moderate Special Education Teacher, or the Speech and Language Pathologist in 2022-2023. There were benefits and drawbacks to this structure that will be considered when planning data teams for the upcoming year.

The Guiding Coalition refined the school's essential standards list in January of 2023. Grade levels measured progress on essential standards in differing ways. A consistent way to monitor progress on essential standards will be explored in 2023-2024. Common Formative Assessments were used on a regular basis by all grade level teams in math and reading. Certificated staff did not attend the PLC conference in the 2022-2023 school year, but will in the fall of 2023.

Intensive, systematic, Tier-3 reading intervention occurred with group of 1-3 students all year long. Service to students followed appropriate intervention cycles, depending on the student need. Tier-2 reading intervention was facilitated by a classroom teacher at each grade level in groups of 5-7 students. Progress monitoring on Oral Reading Fluency, Word Recognition Fluency, Letter Sound and Name Fluency, and Nonsense Word Fluency, depending on the target at each grade level, happened weekly. Reading comprehension was monitored monthly for students in urgent intervention, but only at the beginning, middle, and end of the year for the general population at the school.

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.

Vertical alignment of essential standards was initiated by the Guiding Coalition in 2022-2023 and will be refined this year. Common methods for progress monitoring essential standards will be identified and shared with the site's MTSS team. Data protocols will be explored as tools for

understanding student learning. Visible learning targets will be monitored more closely at each grade level. Progress of student subgroups by ethnicity and disability will be specifically discussed at data team meetings. Use of online reading programs will be monitored. These strategies are outlined above, under Goal #1 of this document.

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 4: All students, including subgroups of students disaggregated by ethnicity, low-income households, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

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 2023 local (STAR 360) data indicates that while, overall, students successful, a few populations have room to improve their level of proficiency and/or growth.

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 modify instruction.
Spring 2021 and March 2020 STAR 360 Report- PROFICIENCY	STAR 360 Math Proficiency 2023 Overall At/Above Math Proficiency = 83.2% Student Groups by Ethnicity* Latinx = 74.5% White = 84.4% Multiple = 82.9% No Disability: 87.7% Disability: 38.5% 2022 Overall At/Above Math Proficiency = 90% Student Groups by Ethnicity* Latinx = 78%	Maintain overall math proficiency at 83%. Increase the overall percentage of proficiency for our Latinx population to 78%. Increase proficiency for students with a disability to 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White = 92% Multiple = 90%'</p> <p>2021</p> <p>Overall At/Above Math Proficiency = 87% Student Groups by Ethnicity* Latinx = 73% White = 90% Multiple = 90%</p>	
SBAC - Spring Overall Math Achievement	<p>SBAC 2023</p> <p>Overall Typical/Above Average Growth = 76.5% Student Group by Ethnicity Latinx = 67.6% White = 78.5% Multiple = 76%</p> <p>No Disability = 84% Disability = 5.9%</p> <p>SBAC 2022</p> <p>Overall Typical/Above Average Growth = 78.8% Student Group by Ethnicity Latinx = 62.5% White = 83%</p> <p>Spring 2020 data unavailable due to COVID-19 pandemic and school closure.</p> <p>SPRING 2019 DATA</p> <p>Third Grade: 64% Exceeded 23% Met 5% Nearly Met 9% Not Met</p> <p>Fourth Grade:</p>	<p>Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC to 78%.</p> <p>Increase the number of Latin X students scoring proficient to 70%.</p> <p>Increase proficiency for students with a disability to 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>45% Exceeded 23% Met 23% Nearly Met 9% Not Met</p> <p>Fifth Grade: 57% Exceeded 24% Met 10% Nearly Met 10% Not Met</p> <p>Sixth Grade: 55% Exceeded 26% Met 2315% Nearly Met 4% Not Met</p>	
Spring 2021 and March 2020 STAR 360 Report- GROWTH	<p>STAR 360 Math Growth Data</p> <p>2023</p> <p>Overall Typical/Above Average Growth = 62.1% Student Group by Ethnicity Latinx = 64.4% White = 63.5% Multiple = 57.1%</p> <p>No Disability = 63.6% Disability = 48%</p> <p>2022</p> <p>Overall Typical/Above Average Growth = 67% Student Group by Ethnicity Latinx = 62% White = 67% Multiple = 70%</p> <p>2021</p> <p>Overall Typical/Above Average Growth = 69% Student Group by Ethnicity Latinx = 51% White = 73% Multiple = 67%</p>	<p>Increase overall math growth data to 65%.</p> <p>Increase the percentage of growth data for Latinx, Multiple, and White populations by 5% each.</p> <p>Increase growth for students with a disability to 55%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Grade level teams will meet weekly to discuss student progress, pace curriculum, and identify learning targets. Common formative assessments will analyzed collaboratively in grade level teams using a data protocol a minimum of two times in 2023-2024.

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)
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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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Professional Learning Teams will monitor student progress on Essential Standards for statistically significant ethnicity subgroups and for students with disabilities in order to reduce the achievement gap. Five certificated staff members will attend a Professional Learning Community conference in September 2023 in order to increase knowledge of essential standards, curriculum pacing, and progress monitoring.

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)
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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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Principal will observe math lessons for student engagement, particularly for students with disabilities and students who are Latin X. Engagement strategies for math may include small-group instruction, Bridges manipulatives, Bridges Workplaces, collaborative problem solving, whiteboard use, and/or calling on students in a variety of ways to verbally participate.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 Teams met weekly during the 2023-2024 school year to pace and plan instruction and discuss student progress in math at each grade level. Learning targets were identified, but not all learning targets for math were visible on a consistent basis. PLT's developed and followed a year-long unit plan for math for our District Office. This was successful, however informal observations revealed that some grade levels relied primarily on whole-group instruction for Tier-1 mathematics learning. Student participation for all students across all subgroups will be an area of focus in 2022-2023.

Supplemental math programs were used in 1st-6th grade. These were productive in increasing math fluency in addition, subtraction, multiplication, division, and fraction comparisons, and will be continued next year. Closer monitoring of student use will be important.

Data team meetings were held each trimester with the principal and Learning Center Teacher and resulted in a clear and common understanding about student progress in math. Data teams were not attended by the School Psychologist, Mild-Moderate Special Education Teacher, or the Speech and Language Pathologist in 2022-2023. There were benefits and drawbacks to this structure that will be considered when planning data teams for the upcoming year.

The Guiding Coalition refined the school's essential standards list in January of 2023. Grade levels measured progress on essential standards in differing ways. A consistent way to monitor progress on essential standards will be explored in 2023-2024. Common Formative Assessments were used on a regular basis by all grade level teams in math and reading. Certificated staff did not attend the PLC conference in the 2022-2023 school year, but will in the fall of 2023.

Shorter cycles of math intervention were done on an individual basis, depending on the teacher. There is site interest in continuing to identify options for more immediate instructional response, and this will likely be facilitated through the implementation of small-group instruction and differentiated math tasks in 2022-2023.

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.

Vertical alignment of essential standards was initiated by the Guiding Coalition in 2022-2023 and will be refined this year for math, as well. Common methods for progress monitoring essential standards will be identified and shared with the site's MTSS team. Data protocols will be explored as tools for understanding student learning. Visible learning targets will be monitored more closely at each grade level. Progress of student subgroups by ethnicity and disability will be specifically discussed at PLT meetings. Participation in math instruction for students in all subgroups will be monitored through classroom observations. These strategies are outlined above, under Goal #1 of this document.

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

Attendance

LEA/LCAP Goal

LCAP Goal 3: All students will attend school regularly with a minimal number of students chronically absent

Goal 3

All students, from all student groups, will attend school daily and minimize chronic absenteeism to support increased access to core instruction, intervention, and enrichment to support overall academic achievement and students' social-emotional and behavioral skills.

Identified Need

Data on Schoolzilla show that 14.5% of the school's total student body was chronically absent in the 2022-2023 school year. This percentage increased from 10.8% in 2021-2022. Of note, 33.3% of our students with a disability were chronically absent, compared to 11.4% of students without a disability. Our Latin X population is currently 8 percentage points higher in chronic absenteeism, than our White population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy/Schoolzilla reports on Average Daily Attendance- May	2023: 94.8% 2022: 95.1% 2021: 92.9%	>95% Attend Daily
Synergy/Schoolzilla reports on Chronic Absence (10% or more absence)- May	2023: Overall: 14.5% White: 12.8% Latin X: 20.3% Multiple: 12.8% No Disability: 11.4% Disability: 33.3% 2022: Overall: 10.8% White: 9% Latin X: 20.4%	<10% Chronically Absent Overall Reduce the percentage of students with a disability who are chronically absent to < 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Multiple: 5.9% No Disability: 8.4% Disability: 25.5% 2021: 4.1%	
Number of students on intervention plans for chronic absenteeism	2023: 2 2022: 0	All students who are chronically absent will have an intervention plan to outline attendance data and plans to reduce absenteeism.

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 student groups will be served by this goal, including students who are from low-income households, learning English as a second language, Foster Youth, or experiencing homelessness.

Strategy/Activity

Principal, office staff and community liaison monitor student attendance to identify students at higher risk of becoming chronically absent. Communication with family about attendance concerns and support to remove barriers in attending school. Increase communication with teachers and support staff regarding students at risk of chronic absenteeism so staff can anticipate and respond to academic and/or social/emotional, behavior needs accordingly. Include Pupil Services and/or GUSD social worker on specific cases, as needed.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal, including students who are from low-income households, learning English as a second language, Foster Youth, or experiencing homelessness.

Strategy/Activity

Intervention plans specifically targeting attendance goals will be created and monitored by the school office team for students with are at-risk of chronic absenteeism.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our School Office Assistant (SOA) promptly printed truancy letters for the Principal to sign every 7 days this year. The SOA notified each family by phone when a letter was being generated and answered questions they had about Independent Study and Board policy that pertained to missing school. Truancy meetings were held for families who received formal correspondence from the school due to 6 or more absences. A portion of these meetings were Student Study Team Meetings (SST's) that included the classroom teacher, Principal, and School Nurse. The majority of meetings were held in-person, and a slight few were parent conferences facilitated virtually or by phone.

A universal parent handbook was distributed to all families at the beginning of the year to provide comprehensive information about excused versus unexcused absences, however, this didn't appear to have the widespread impact as previously anticipated.

Many students successfully completed Independent Studies if they were absent between 3-10 days of school. Midway through the year, the Principal became aware that during the COVID pandemic, the minimum number of days for an Independent Study was 3 rather than 5, so this was offered to families starting in January of 2023. For the 2023-2024 year, families will be offered the 3-day minimum for an Independent Study. The principal will continue approve one Independent Study per year, per student, and educate families about the importance of school attendance.

There were a very small number of families for whom an attendance contract was initiated. This had a positive impact on the student's attendance and was shown to be effective for these families.

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 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.

Changes to this goal will include working with Pupil Services to advance families that qualify for more intensive intervention through the School Attendance Review Board Process.

The School Office Assistant will change the day she will print reports in order to still get the truancy letters out by the end of the week, but allow for Mondays to be focused on marking attendance only. The School Office Manager will schedule meetings for families to meet with the principal on specific calendar days. SST meetings will be held when appropriate and attendance plans will be written to prevent students from becoming chronically absent.

More informal and formal communication about chronic absenteeism will be shared. In our community gatherings for families who identify as Latin X or have students with disabilities, attendance will be discussed and questions answered. Additionally, at the school's Welcome Back Coffee at the beginning of the year, the Principal will review attendance rules and regulations for all parents and guardians who attend.

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

State Priority #6: School Climate

LEA/LCAP Goal

LCAP Goal #2: Social-Emotional, Behavior

Goal 4

Students will demonstrate a reduction in disruptive behavior and an increase in their implementation of problem-solving strategies.

Identified Need

Campus Reports submitted from the 2022-2023 school year totaled 297.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Campus Reports	<p>2022-2023:</p> <p>Total Behavior Reports: 297</p> <p>43% Reports were in the upper grades (4-6)</p> <p>29% Reported physical contact</p> <p>46% Reported during unstructured lunch time</p> <p>2021-2022:</p> <p>201 Total Campus Reports</p> <p>68% Reports were in the upper grades (4-6)</p> <p>47% Reported physical contact</p> <p>63% Reported during unstructured lunch time</p>	Reduce the number of Campus Reports to 250 or fewer.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions as reported by Synergy/Schoolzilla	2023: 1 Suspension 2022: 0 Suspensions	Maintain a zero-count of school suspensions.

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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Increase communication with staff and community about student behavior. Monitor campus reports weekly with the MTSS and PGS teams. Review campus report data at least 3 x's during the 2022-2023 school year. Contact families when campus reports demonstrate a pattern for students. Hold SST's for behavior when appropriate. Hold assemblies for bullying/harassment, as well as create alternatives to suspension.

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)

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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Develop strategies to increase positive behavior across campus. PBIS team will attain and implement strategies for supporting behavior learned from District PBIS training.

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)

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, students with disabilities, and students from low-income households, will be served by this strategy.

Strategy/Activity

Incorporate role playing activities using the Speak Up at Schools pocket guide strategies: Interrupt, Question, Educate, Echo. Provide time to practice role playing different scenarios throughout the year for certificated and classified staff. Keep DEI efforts, conversations and education happening across the year. Ensure any racial slurs are addressed and reported immediately to the principal for further follow up and reporting to the district office.

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

Behavior reports had a marked increase in 2023. It is evident that will be important and timely to formally train staff in Positive Behavior Intervention Supports in 2023-2024.

Behavior assemblies were held for all students at the beginning and the middle of the year during 2022-2023. Upper grades had one additional assembly for behavior, and the 6th grade had 3-4 additional classroom talks with the principal to discuss bullying prevention. These were helpful, as it was evident that upper grade students have a clear grasp on the characteristics of bullying and prevention strategies that prevent it.

Our MTSS team was not approved to attend conferences in restorative practices or alternatives to suspension, but a proposed strategy for 2023-2024 will be for at least the principal and School Psychologist to attend one Alternative to Suspensions professional development in addition to the PBIS training that will be happening. Having alternatives for suspensions has proven to be necessary at this time.

Campus reports continue to be collected and were a helpful data tool for the MTSS team to analyze during the year.

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 are no budget expenditures incurred by the school to meet this articulated goal.

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.

The collection of campus reports will continue, with slight improvements in 2023-2024: Level 1, 2, and 3 behaviors will be identified and reports will be used by specialists to communicate with teachers and administration about student behavior.

MOUNTAIN VIEW					
COST ITEMS		School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
	School Allocation	\$87,129.00			
Supplemental Curriculum					
	Licenses & Subscriptions				
	Lexia		\$5,775.00	PTA	SPSA Goal #1 ELA: Online programs will be purchased to provide additional systematic reading instruction for all students. Data from these programs will supplement the data collected from Star Reading and Early Literacy instruction and will aid in decision-making about reading interventions offered.
	Readig Plus	\$2,265.00		Gen'd Fund	SPSA Goal #1 ELA: Online programs will be purchased to provide additional systematic reading instruction for all students. Data from these programs will supplement the data collected from Star Reading and Early Literacy instruction and will aid in decision-making about reading interventions offered.
	Reflex Math		\$4,000.00	PTA	
Supplies & Duplicating					
	Duplicating (Copiers)	\$12,355.00		Gen Fund	
	General Ed Supplies	\$10,743.00			
	SPED Health Office Funds	\$2,350.00			
	Medical Supplies	\$100.00			
	Math Manipulatives	\$1,000.00		Gen Fund	SPSA Goal #2 Math: Engagement strategies for math may include small-group instruction, Bridges manipulatives, Bridges Workplaces, collaborative problem solving, whiteboard use, and/or calling on students in a variety of ways to verbally participate.
	Science Materials	\$1,000.00		Gen Fund	
	Art Specialist Additional Supplies	\$250.00		Gen Fund	
	Library Specialist Supplies	\$2,500.00		Gen Fund	
	STEAM Specialist Incidental Supplies	\$100.00		Gen Fund	
	Big End of Year Order for Classroom Supplies	\$6,000.00			
	Basic Storeroom Supplies (paper, crayons, pens, etc.)	\$3,000.00			
	Annual Order of Friday Folders	\$700.00			
	Per Teacher Classroom Materials		\$10,000.00	PTA	
	New Teacher Budget	\$500.00	\$1,000.00	PTA	
	Sped & Service Provider Supplies (250 per provider)	\$1,750.00			
	Additional Playground Equipment	\$500.00		Gen Fund	
	Excessive Staff or Student Device Replacement	\$1,000.00		Gen Fund	
Professional Development					
	CAPS Network				
				General Educator Effectiveness	
	Fee per teacher (\$750/teacher)- 2 Teachers	\$1,500.00			
	Subs per teacher (\$210/day)- 6 Days	\$1,260.00			
	Mileage (Add mileage amount)	\$600.00			
					SPSA Goal #1 ELA: Five certificated staff members will attend a Professional Learning Community conference in September 2023 in order to increase knowledge of essential standards, curriculum pacing, and progress monitoring.
	PLC Conference				
	Hotel	\$6,300.00		General Educator Effectiveness	
	Registration	\$3,750.00		General Educator Effectiveness	
	Transportation	\$300.00			
	Additional General Subs (\$210/sub)				
	K/1 DIBELS Assessment Support	\$2,520.00			
	Guiding Coalition				
	9 meetings x 1.5 hours (x \$38)	\$3,591.00			
School Events & School Experiences					
	Back to School Night				
	Interpretation (+\$15 hr + time/half of employee)	\$100.00		General Fund	
	6th Grade Promotion		\$1,500.00	PTA	
	Assemblies		\$10,000.00	PTA	
	Science Night		\$1,000.00	PTA	
	Interpretation	\$100.00			
	Open House				
	Extra Service Art Specialists (20 hrs x \$38 = \$760)	\$760.00			
	Extra Service STEAM Specialist (20 hrs x \$38 = \$760)	\$760.00			
	Interpretation	\$100.00			
	TK/K Screening?				
	Subs for teachers (\$210/teacher) or afterschool?	\$420.00		General Fund	
Field Trips & Grade Level Experiences					
	TK-6th - Field Trips	\$4,500.00		General Fund	
	3rd - Michael Katz Residency		\$2,800.00	PTA	
	6th - Camp CIMI	\$7,285.00		General Fund	
	Bus		\$2,900.00	Student Body Acct	
	Registration		\$31,830.00	Student Body Acct	
	Teacher Compensation Overnight	\$2,520.00		General Fund	
	Student Sweatshirts	\$1,350.00		Student Body Acct	
	Water & snacks for bus		\$500.00	PTA	
	Additional chaperone cost for gen ed students				
	6th - Tile Mural		\$2,000.00	PTA	
	Clay				
	Compensation for staff to complete / fire, or outsource kiln				
	MOT mounting of project				
	Fingerprinting	\$1,000.00		General Fund	

MOUNTAIN VIEW					
		School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
COST ITEMS					
Additional Extra Service					
	Specialists attend Staff meeting (time beyond 3pm)	\$1,000.00		General Fund	
	Special Project with Grade Level X for				
	Overtime for Office Manager	\$300.00		General Fund	
Additional Projects					
	Create outdoor classroom space			PTA	
	6 tables				
	Whiteboard				
	Canopies				
	Landscaping			PTA	
	Upgrade Garden Beds			PTA	
	Materials				
	Contract with Explore Ecology				
	Alternative Play Experiences, Playground	\$1,000.00			
	Pickleball materials				
	Quiet space chairs				
	Classroom Library Refresh with DEI Lens		\$3,500.00	PTA	
Note:	Don't spend funding on indoor classroom furniture, Bond Classroom Refresh Coming Soon!				
	TOTAL	Budget Allocation \$87,129	\$87,129.00	\$76,805.00	
			\$0.00		

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
- 3 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Joanna Lauer	Principal
Rico Casillas	Parent or Community Member
Cate Saylor	Classroom Teacher
Nathalie Confiac	Parent or Community Member
Rosana Cenicerros	Parent or Community Member
Kiersten Baillie	Other School Staff
Estella Wu	Parent or Community Member
Alanna Kjoller	Other School Staff

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.

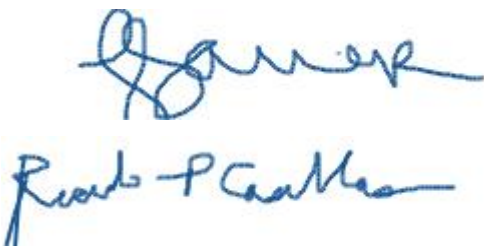
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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 September 19, 2022.

Attested:

The block contains two handwritten signatures in blue ink. The top signature is for Dr. Joanna Lauer, and the bottom signature is for Rico Casillas.

Principal, Dr. Joanna Lauer on 9/19/22
SSC Chairperson, Rico Casillas on 10/18/23