School Year: **2020-21**

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	December 4, 2020	January 20, 2021

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
Targeted Support and Improvement

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.

Table of Contents

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. All parents of students considered to be English Language Learners will give input through the English Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with parents of students who are English Learners.

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.

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, common formative assessments in math are administered twice per unit, along with the summative assessments their teacher elects to use.   Writing assessments are conducted formally and informally. 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 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.

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.62%	0.6%	0.59%	2	2	2
Asian	2.49%	3.93%	3.81%	8	13	13
Filipino	0.93%	0.6%	0.88%	3	2	3
Hispanic/Latino	19.63%	21.45%	19.65%	63	71	67
Pacific Islander	%	%	0%			0
White	66.36%	63.75%	62.46%	213	211	213
Multiple/No Response	0.31%	%	10.26%	1		8
			Total Enrollment	321	331	341

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	38	37	51
Grade 1	46	46	40
Grade 2	44	45	50
Grade3	46	47	46
Grade 4	49	45	50
Grade 5	55	54	46
Grade 6	43	57	58
Total Enrollment	321	331	341

Conclusions based on this data:

1. There has been an increase by 10 students in Total Enrollment each year over the past 3 years.

2. Our Student Groups remain relatively stable.

3. An increase in enrollment in Kindergarten was noted 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**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	16	19	15	5.0%	5.7%	4.4%
Fluent English Proficient (FEP)	21	26	28	6.5%	7.9%	8.2%
Reclassified Fluent English Proficient (RFEP)	8	4	4	33.3%	25.0%	21.1%

Conclusions based on this data:

1. The percentage of English Learners at Mountain View School continues to drop slightly each year since 2017. Approximately 7% of students enrolled in 2016-2017 identified as English learners versus approximately 5% in 2018-2019, and 4.4% in 2019-2020.

2. We have had slightly higher rates of Fluent English Proficient students over the past 3 years.

3. Our RFEP rates are slightly declining, possibly because of lower numbers of English Learners.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43	45	45	43	45	44	43	45	44	100	100	97.8
Grade 4	50	46	44	50	45	44	49	45	44	100	97.8	100
Grade 5	43	52	51	42	52	50	42	52	50	97.7	100	98
Grade 6	50	42	53	49	41	53	49	41	53	98	97.6	100
All Grades	186	185	193	184	183	191	183	183	191	98.9	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2465.	2479.	2500.	41.86	46.67	54.55	30.23	28.89	25.00	20.93	17.78	18.18	6.98	6.67	2.27
Grade 4	2512.	2517.	2506.	46.94	48.89	38.64	22.45	28.89	27.27	22.45	11.11	22.73	8.16	11.11	11.36
Grade 5	2533.	2590.	2593.	30.95	50.00	64.00	30.95	36.54	20.00	28.57	9.62	10.00	9.52	3.85	6.00
Grade 6	2604.	2580.	2617.	44.90	31.71	49.06	42.86	43.90	37.74	8.16	17.07	13.21	4.08	7.32	0.00
All Grades	N/A	N/A	N/A	41.53	44.81	51.83	31.69	34.43	27.75	19.67	13.66	15.71	7.10	7.10	4.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.86	46.67	65.91	46.51	42.22	29.55	11.63	11.11	4.55
Grade 4	42.86	44.44	34.09	46.94	51.11	61.36	10.20	4.44	4.55
Grade 5	38.10	57.69	64.00	40.48	36.54	28.00	21.43	5.77	8.00
Grade 6	51.02	36.59	52.83	40.82	53.66	39.62	8.16	9.76	7.55
All Grades	43.72	46.99	54.45	43.72	45.36	39.27	12.57	7.65	6.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.56	31.11	40.91	53.49	55.56	47.73	13.95	13.33	11.36
Grade 4	34.69	40.00	29.55	59.18	46.67	52.27	6.12	13.33	18.18
Grade 5	35.71	69.23	68.00	47.62	23.08	24.00	16.67	7.69	8.00
Grade 6	55.10	36.59	66.04	38.78	60.98	33.96	6.12	2.44	0.00
All Grades	39.89	45.36	52.36	49.73	45.36	38.74	10.38	9.29	8.90

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.23	42.22	50.00	65.12	53.33	50.00	4.65	4.44	0.00
Grade 4	26.53	22.22	29.55	65.31	68.89	68.18	8.16	8.89	2.27
Grade 5	26.19	36.54	46.00	71.43	63.46	44.00	2.38	0.00	10.00
Grade 6	53.06	19.51	45.28	46.94	78.05	52.83	0.00	2.44	1.89
All Grades	34.43	30.60	42.93	61.75	65.57	53.40	3.83	3.83	3.66

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	41.86	48.89	47.73	46.51	37.78	45.45	11.63	13.33	6.82
Grade 4	48.98	40.00	29.55	44.90	53.33	56.82	6.12	6.67	13.64
Grade 5	35.71	51.92	74.00	50.00	44.23	24.00	14.29	3.85	2.00
Grade 6	53.06	43.90	54.72	44.90	48.78	41.51	2.04	7.32	3.77
All Grades	45.36	46.45	52.36	46.45	45.90	41.36	8.20	7.65	6.28

Conclusions based on this data:

1. Student participation in CAASPP assessments are consistently strong, however there is no new information for 2019-2020. Due to the COVID-19 pandemic, there was no state testing during the spring of 2020.

2. Due to the Covid-19 pandemic, there were no CAASSP assessments in 2019-2020.

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**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	43	45	45	43	45	44	43	45	44	100	100	97.8
Grade 4	50	46	44	50	46	44	50	46	44	100	100	100
Grade 5	43	52	51	42	52	51	42	52	51	97.7	100	100
Grade 6	50	42	53	49	41	53	49	41	53	98	97.6	100
All Grades	186	185	193	184	184	192	184	184	192	98.9	99.5	99.5

* 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**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2484.	2490.	2515.	51.16	48.89	63.64	27.91	33.33	22.73	11.63	11.11	4.55	9.30	6.67	9.09
Grade 4	2540.	2531.	2524.	52.00	50.00	45.45	26.00	28.26	22.73	18.00	10.87	22.73	4.00	10.87	9.09
Grade 5	2553.	2582.	2589.	40.48	51.92	56.86	23.81	28.85	23.53	23.81	17.31	9.80	11.90	1.92	9.80
Grade 6	2623.	2593.	2622.	59.18	43.90	54.72	22.45	29.27	26.42	12.24	19.51	15.09	6.12	7.32	3.77
All Grades	N/A	N/A	N/A	51.09	48.91	55.21	25.00	29.89	23.96	16.30	14.67	13.02	7.61	6.52	7.81

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	62.79	66.67	79.55	23.26	24.44	11.36	13.95	8.89	9.09
Grade 4	66.00	63.04	56.82	28.00	23.91	27.27	6.00	13.04	15.91
Grade 5	54.76	63.46	64.71	23.81	30.77	23.53	21.43	5.77	11.76
Grade 6	65.31	53.66	66.04	24.49	31.71	26.42	10.20	14.63	7.55
All Grades	62.50	61.96	66.67	25.00	27.72	22.40	12.50	10.33	10.94

	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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	55.81	57.78	61.36	37.21	31.11	29.55	6.98	11.11	9.09
Grade 4	54.00	50.00	45.45	36.00	34.78	36.36	10.00	15.22	18.18
Grade 5	35.71	53.85	64.71	57.14	32.69	21.57	7.14	13.46	13.73
Grade 6	59.18	31.71	47.17	32.65	56.10	47.17	8.16	12.20	5.66
All Grades	51.63	48.91	54.69	40.22	38.04	33.85	8.15	13.04	11.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	58.14	51.11	63.64	32.56	44.44	27.27	9.30	4.44	9.09
Grade 4	56.00	54.35	59.09	36.00	30.43	25.00	8.00	15.22	15.91
Grade 5	33.33	46.15	52.94	54.76	44.23	35.29	11.90	9.62	11.76
Grade 6	61.22	43.90	54.72	28.57	36.59	41.51	10.20	19.51	3.77
All Grades	52.72	48.91	57.29	37.50	39.13	32.81	9.78	11.96	9.90

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong, however there is no data for 2019-2020. Due to the COVID-19 pandemic, there was no state testing during the spring of 2020.

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							15	14

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*		*		*	*	*
4		*	*	*		*	*	*	*	*
All Grades	*	21.43	*	42.86		14.29	*	21.43	15	14

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
4	*	*		*		*	*	*	*	*
All Grades	73.33	42.86		28.57		7.14	*	21.43	15	14

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
All Grades	*	7.14	*	50.00	*	21.43	*	21.43	15	14

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
All Grades	*	50.00	*	28.57	*	21.43	15	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	21.43	*	57.14	*	21.43	15	14

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	*	28.57	*	42.86	*	28.57	15	14

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	21.43	*	57.14	*	21.43	15	14

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.

2018-19 Dashboard Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
331	**10.9**	**5.7**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	5.7
Socioeconomically Disadvantaged	36	10.9
Students with Disabilities	29	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.6
Asian	13	3.9
Filipino	2	0.6
Hispanic	71	21.5
Two or More Races	32	9.7
White	211	63.7

Conclusions based on this data:

1. Approximately 11% of students are socioeconomically disadvantaged. This is the lowest in the District.

2. Approximately 6% 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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1.   Overall, Mountain View is performing well above average in English Language Arts and Mathematics.

2.   Chronic Absenteeism is an area of focus, although it has improved since 2018.

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
65.4 points above standard	17.2 points above standard	0 Students
Increased ++11.4 points	Increased Significantly ++19.2 points	
200	22	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0.3 points above standard	45.4 points below standard
	Declined -14 points	Maintained ++2.3 points
	24	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		6	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
18 points above standard	85.8 points above standard	0 Students	79.4 points above standard
Maintained ++1.8 points	Increased Significantly ++21.1 points		Increased Significantly ++15.5 points
39	20		132

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.

2019 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	35.9 points above standard	71.2 points above standard
5	Increased Significantly ++18.8 points	Increased ++10 points
	17	170

Conclusions based on this data:

1. Our White population increased significantly in 2019 and achieved at 79.4 points above the standard. Our population that is designated "Two or More Races" also increased significantly and is performing 85.8 points above the standard. Our Latinx population maintained in 2019, however, and achieved 18 points above standard in English-Language Arts. Our Latinx group was not commensurate with the other two student groups.

2. Our Students with Disabilities are performed below standard and maintained this status for the 2019-2020 school year.

3. Our English Learners increased significantly, by approximately 20 points, in English-Language Arts. Our Reclassified English Learners population also increased significantly in their achievement by approximately 20 points.

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:
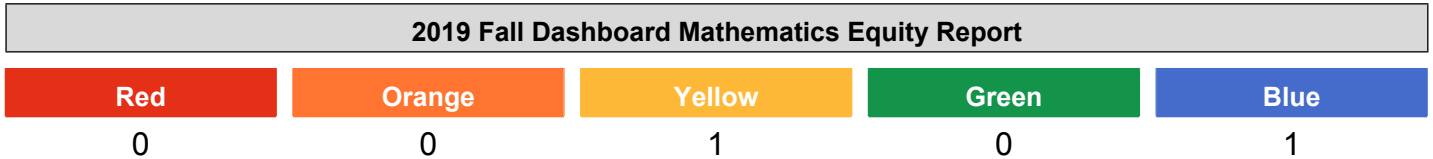
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	
55.8 points above standard	6.4 points below standard	
Increased ++11.7 points	Maintained ++0.6 points	
199	22	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	24.9 points below standard	84 points below standard
	Declined -9.4 points	Declined Significantly -19.3 points
	24	22

2019 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 | | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6 | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow

7.9 points below standard

Declined Significantly -21.7 points

39 | No Performance Color

95.6 points above standard

Increased Significantly ++36.8 points

20 | | Blue

70.7 points above standard

Increased Significantly ++17.1 points

131 |

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.

2019 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

5 | 3.6 points above standard

Declined -8.2 points

17 | 64.9 points above standard

Increased ++14.8 points

169 |

Conclusions based on this data:

1. Both our Two or More Races and our White populations are performing high above the standard. They both increased significantly, although our Two or More Races group achieved at over 95 points above the standard, which is worthwhile to note. There was no data for 2020 due to COVID school closures.

2. Our Latinx population declined significantly in 2019 in mathematics. They achieved at 8 points below the standard.

3. Our students that are socioeconomically disadvantaged performed at 25 points below the standard and declined 10 points in 2019.

School and Student Performance Data

Academic Performance
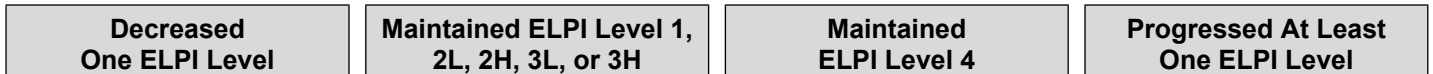## English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
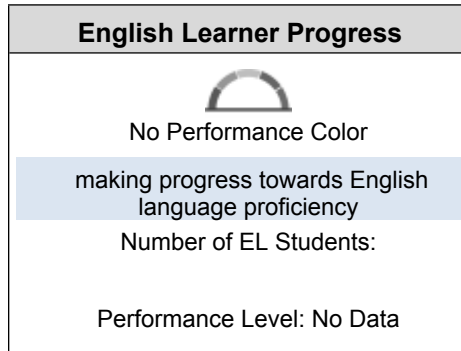
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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

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.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	2	0
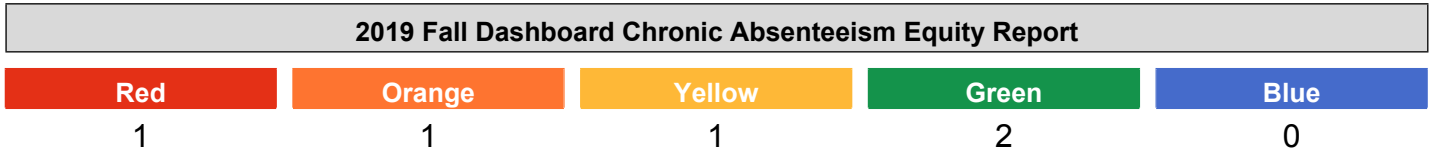
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
6.5	25	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	Increased +6.8	4
338	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	19.6	27.8
1	Increased +4.9	Increased +4.2
	46	36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.7	Less than 11 Students - Data Not Displayed for Privacy
2	0	13	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
11.3	5.9	Less than 11 Students - Data Not Displayed for Privacy	5.1
Declined -1.2	Declined -3.5	0	Declined -0.9
71	34		216

Conclusions based on this data:

1. Overall, chronic absenteeism an area to watch and follow (green). There has been an improvement over the past two years, but we are not in blue. No new data was recorded for 2020 due to COVID-related school closures.

2. Absenteeism declined for White, Latino and Two or More Races by between 1-4%.

3. Our Students with Disabilities increased their absentee rate by 4.2 percent. They are in the red performance color.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5
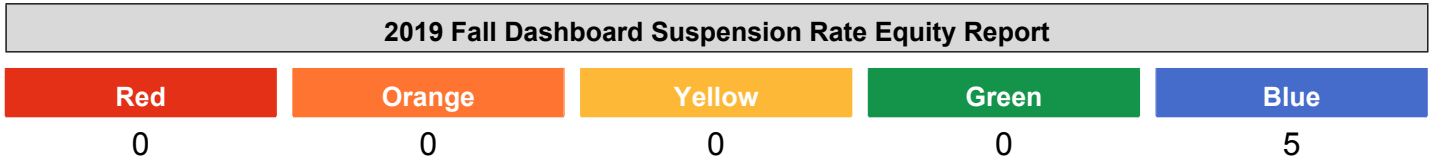
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.3	Maintained 0	4
342	21	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
2	Maintained 0	Maintained 0
	48	37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
2			2
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue		Blue
0	0		0
Maintained 0	Maintained 0		Declined -0.5
73	36		216
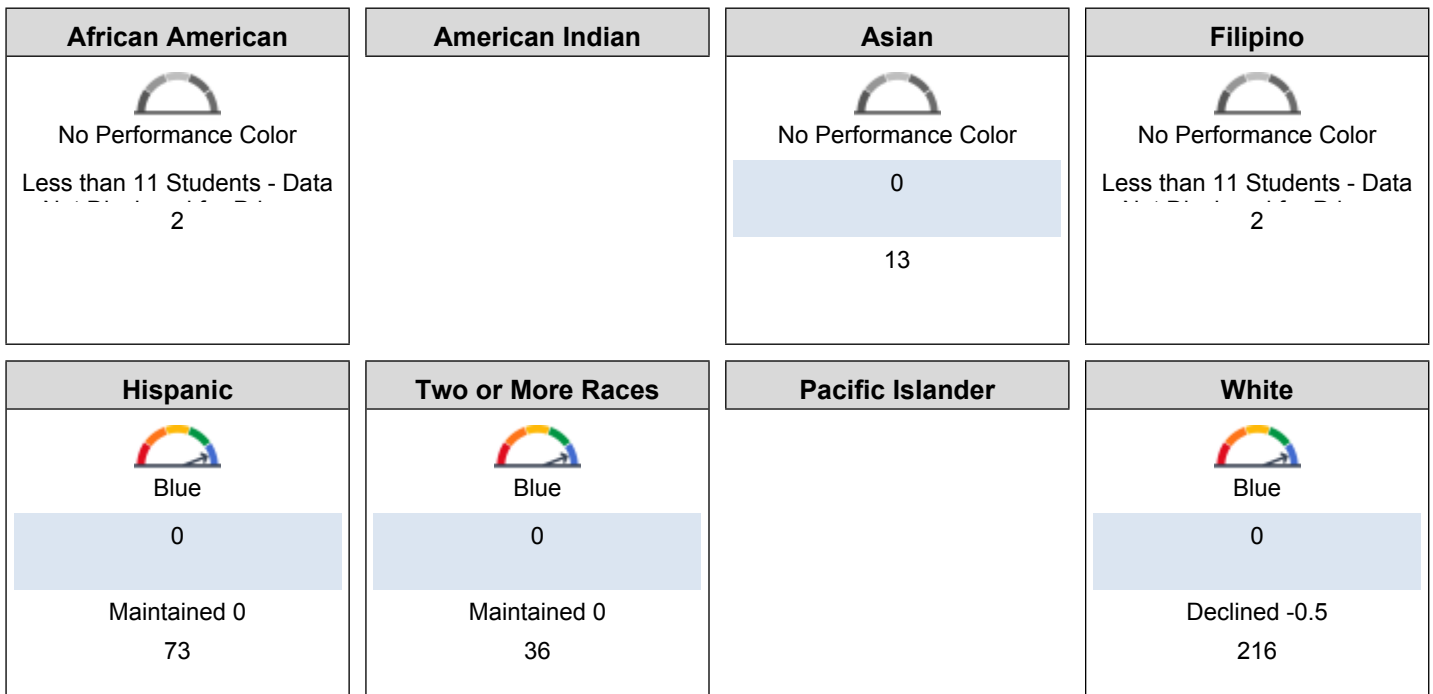
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.

2. 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 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 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 teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Fall Data, March 2020, May 2019 Early Literacy – PROFICIENCY	FALL 2020 DATA Kindergarten: 0% of students are below the 25th percentile 4% of students are between the 25th-49th percentile 17% of students are between the 50th-74th percentile 78% of students are at or above the 75th percentile First Grade: 8% of students are below the 25th percentile 16% of students are between the 25th-49th percentile 32% of students are between the 50th-74th percentile 45% of students are at or above the 75th percentile MARCH 2020 DATA	Increase the percentage of students scoring above the 49th percentile on the Early Literacy Assessment in Kindergarten by 2%. Increase the percentage of students scoring above the 49th percentile on the Early Literacy Assessment in 1st grade by >5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten: 6% of students were below the 25th percentile 18% of students were between the 25th-49th percentile 47% of students were between the 50th-74th percentile 29% of students were at or above the 75th percentile MAY 2019 DATA Kindergarten: 24% of students were below the 25th percentile 6% of students were between the 25th-49th percentile 29% of students were between the 50th-74th percentile 41% of students were at or above the 75th percentile	
STAR 360 - Fall Data, March 2020, May 2019 Reading – PROFICIENCY	FALL 2020 DATA Second Grade: 15% of students are below the 25th percentile 4% of students are between the 25th-49th percentile 4% of students are between the 50th-74th percentile 77% of students are at or above the 75th percentile 3rd Grade: 8% of students are below the 25th percentile 18% of students are between the 25th-49th percentile 13% of students are between the 50th-74th percentile 62% of students are at or above the 75th percentile	Increase the percentage of students scoring above the 49th percentile and above on the STAR 360 in all grade levels by >5 percentage points for each grade level. Decrease the number of students scoring below the 25th percentile to <10% in all grade levels.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade: 13% of students are below the 25th percentile 10% of students are between the 25th-49th percentile 30% of students are between the 50th-74th percentile 47% of students are at or above the 75th percentile 5th Grade: 9% of students are below the 25th percentile 23% of students are between the 25th-49th percentile 23% of students are between the 50th-74th percentile 44% of students are at or above the 75th percentile 6th Grade: 13% of students are below the 25th percentile 13% of students are between the 25th-49th percentile 33% of students are between the 50th-74th percentile 41% of students are at or above the 75th percentile MARCH 2020 DATA First Grade: 10% of students are below the 25th percentile 14% of students are between the 25th-49th percentile 10% of students are between the 50th-74th percentile 67% of students are at or above the 75th percentile Second Grade:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students are below the 25th percentile 3% of students are between the 25th-49th percentile 26% of students are between the 50th-74th percentile 60% of students are at or above the 75th percentile 3rd Grade: 18% of students are below the 25th percentile 11% of students are between the 25th-49th percentile 7% of students are between the 50th-74th percentile 64% of students are at or above the 75th percentile 4th Grade: 5% of students are below the 25th percentile 24% of students are between the 25th-49th percentile 14% of students are between the 50th-74th percentile 57% of students are at or above the 75th percentile 5th Grade: 8% of students are below the 25th percentile 8% of students are between the 25th-49th percentile 30% of students are between the 50th-74th percentile 54% of students are at or above the 75th percentile 6th Grade: 9% of students are below the 25th percentile 5% of students are between the 25th-49th percentile 34% of students are between the 50th-74th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38% of students are at or above the 75th percentile MAY 2019 DATA First Grade: 10% of students are below the 25th percentile 3% of students are between the 25th-49th percentile 19% of students are between the 50th-74th percentile 68% of students are at or above the 75th percentile Second Grade: 19% of students are below the 25th percentile 11% of students are between the 25th-49th percentile 19% of students are between the 50th-74th percentile 52% of students are at or above the 75th percentile 3rd Grade: 5% of students are below the 25th percentile 21% of students are between the 25th-49th percentile 5% of students are between the 50th-74th percentile 68% of students are at or above the 75th percentile 4th Grade: 6% of students are below the 25th percentile 17% of students are between the 25th-49th percentile 31% of students are between the 50th-74th percentile 46% of students are at or above the 75th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th Grade: 6% of students are below the 25th percentile 13% of students are between the 25th-49th percentile 26% of students are between the 50th-74th percentile 43% of students are at or above the 75th percentile 6th Grade: 7% of students are below the 25th percentile 5% of students are between the 25th-49th percentile 24% of students are between the 50th-74th percentile 48% of students are at or above the 75th percentile	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	MAY 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	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students nearly and/or not meeting proficiency to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38% Met 15% Nearly Met 0% Not Met	
STAR 360 - Fall Data, March 2020, May 2019 Early Literacy – GROWTH	MARCH 2020 DATA Kindergarten: 56% Exceeded Adequate Growth 13% Made Adequate Growth 9% Did not Make Adequate Growth 8% No data 1st Grade: 3% Exceeded Adequate Growth 3% Made Adequate Growth 18% Did not Make Adequate Growth 78% No data (By end of year, most 1st graders had moved on to take the Star Reading Assessment) MAY 2019 DATA Kindergarten: 43% Exceeded Adequate Growth 52% Made Adequate Growth 0% Did not Make Adequate Growth 5% No data First Grade: 78% Exceeded Adequate Growth 10% Made Adequate Growth 4% Did not Make Adequate Growth 8% No data	100% of students will demonstrate adequate growth (at least 100 points) as measured by the Star Early Literacy Assessment by May 2021.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Fall Data, March 2020, May 2019 Reading – GROWTH	MARCH 2020 DATA 1st Grade: 70% Exceeded Adequate Growth 25% Made Adequate Growth 3% Did not Make Adequate Growth 2% No data 2nd Grade: 71% Exceeded Adequate Growth 2% Made Adequate Growth 20% Did not Make Adequate Growth 8% No data 3rd Grade: 72% Exceeded Adequate Growth 4% Made Adequate Growth 17% Did not Make Adequate Growth 9% No data 4th Grade: 46% Exceeded Adequate Growth 4% Made Adequate Growth 40% Did not Make Adequate Growth 0% No data 5th Grade: 49% Exceeded Adequate Growth 6% Made Adequate Growth 38% Did not Make Adequate Growth 6% No data 6th Grade:	100% of students will demonstrate adequate growth (at least 100 points) as measured by the Star Early Literacy Assessment by May 2021.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	41% Exceeded Adequate Growth 3% Made Adequate Growth 43% Did not Make Adequate Growth 12% No data MAY 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 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	

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 discuss best practice instructional strategies and pace curriculum implementation. Emphasis will be placed on Tier I core initial instruction, scaffolding, and differentiation within the class environment.

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

Grade level PLC's will identify essential standards in English Language Arts and will discuss student progress towards meeting them throughout the year. They will utilize these essential standards as the basis for their Tier-1 instruction and as the catalyst for differentiation.

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.

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: 2019-20

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.

Of note, from May of 2019 to March of 2020, two grade levels increased their percentage of students who made adequate growth by at least 2%. Three grade levels made between a 1-15% increase their reading proficiency scores.

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. Progress towards mastery of essential standards in reading will be discussed during the collaborative time teams have together. Pacing of the curriculum and assessments will be determined collaboratively. 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 2020 local (STAR 360) data indicates that while many students are having success, a few students have room to improve their level of proficiency.

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.
Fall 2020, March 2020, and May 2019 STAR 360 Report- PROFICIENCY	FALL 2020 DATA Second Grade: 8% of students were below the 25th percentile 12% of students were between the 25th-49th percentile 8% of students were between the 50th-74th percentile 72% of students were at or above the 75th percentile Third Grade: 13% of students were below the 25th percentile 0% of students were between the 25th-49th percentile	Increase the percentage of students above the 49th percentile in Math as measured by the STAR 360 by at least 5%. Decrease the number of students below the 25th percentile to less than 8%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18% of students were between the 50th-74th percentile 69% of students were at or above the 75th percentile Fourth Grade: 16% of students were below the 25th percentile 6% of students were between the 25th-49th percentile 16% of students were between the 50th-74th percentile 61% of students were at or above the 75th percentile 5th Grade: 9% of students were below the 25th percentile 12% of students were between the 25th-49th percentile 12% of students were between the 50th-74th percentile 67% of students were at or above the 75th percentile 6th Grade: 15% of students were below the 25th percentile 8% of students were between the 25th-49th percentile 18% of students were between the 50th-74th percentile 59% of students were at or above the 75th percentile MARCH 2020 DATA First Grade: 0% of students were below the 25th percentile 5% of students were between the 25th-49th percentile 3% of students were between the 50th-74th percentile 16% of students were at or above the 75th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Second Grade: 3% of students were below the 25th percentile 21% of students were between the 25th-49th percentile 9% of students were between the 50th-74th percentile 68% of students were at or above the 75th percentile **Third Grade:** 13% of students were below the 25th percentile 7% of students were between the 25th-49th percentile 7% of students were between the 50th-74th percentile 73% of students were at or above the 75th percentile **Fourth Grade:** 5% of students were below the 25th percentile 2% of students were between the 25th-49th percentile 19% of students were between the 50th-74th percentile 74% of students were at or above the 75th percentile **Fifth Grade:** 11% of students were below the 25th percentile 8% of students were between the 25th-49th percentile 11% of students were between the 50th-74th percentile 70% of students were at or above the 75th percentile **Sixth Grade:** 2% of students were below the 25th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9% of students were between the 25th-49th percentile 64% of students were between the 50th-74th percentile 12% of students were at or above the 75th percentile MAY 2019 DATA First Grade: 3% of students were below the 25th percentile 6% of students were between the 25th-49th percentile 24% of students were between the 50th-74th percentile 67% of students were at or above the 75th percentile Second Grade: 11% of students were below the 25th percentile 11% of students were between the 25th-49th percentile 15% of students were between the 50th-74th percentile 63% of students were at or above the 75th percentile Third Grade: 5% of students were below the 25th percentile 8% of students were between the 25th-49th percentile 11% of students were between the 50th-74th percentile 76% of students were at or above the 75th percentile 4th Grade: 11% of students were below the 25th percentile 11% of students were between the 25th-49th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17% of students were between the 50th-74th percentile 61% of students were at or above the 75th percentile 5th Grade: 9% of students were below the 25th percentile 11% of students were between the 25th-49th percentile 13% of students were between the 50th-74th percentile 55% of students were at or above the 75th percentile 6th grade: 7% of students were below the 25th percentile 0% of students were between the 25th-49th percentile 16% of students were between the 50th-74th percentile 62% of students were at or above the 75th percentile	
SBAC - Spring Overall Math Achievement	Spring 2020 data unavailable due to COVID-19 pandemic and school closure. SPRING 2019 DATA Third Grade: 64% Exceeded 23% Met 5% Nearly Met 9% Not Met Fourth Grade: 45% Exceeded 23% Met 23% Nearly Met 9% Not Met Fifth Grade: 57% Exceeded 24% 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 meeting proficiency to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10% Nearly Met 10% Not Met Sixth Grade: 55% Exceeded 26% Met 2315% Nearly Met 4% Not Met	
March 2020 and May 2019 STAR 360 Report- GROWTH	MARCH 2020 DATA Second Grade: 45% Exceeding Adequate Growth 18% Expected to Make Adequate Growth 10% Were not Making Adequate Growth 10% No data Third Grade: 36% Exceeding Adequate Growth 34% Expected to Make Adequate Growth 26% Were not Making Adequate Growth 4% No data Fourth Grade: 24% Exceeding Adequate Growth 22% Expected to Make Adequate Growth 46% Were not Making Adequate Growth 8% No data Fifth Grade: 26% Exceeding Adequate Growth 23% Expected to Make Adequate Growth	100% of students will demonstrate adequate growth (at least 100 points) as measured by the Star 360 math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40% Were not Making Adequate Growth 11% No data Sixth Grade: 9% Exceeding Adequate Growth 12% Expected to Make Adequate Growth 66% Not Making Adequate Growth 14% No data MAY 2019 DATA Second Grade: 30% Exceeding 26% Expected to Make Adequate Growth 43% Not Making Adequate Growth 2% No data Third Grade: 27% Exceeding 39% Expected to Make Adequate Growth 29% Not Making Adequate Growth 0% No data Fourth Grade: 22% Exceeding 33% Expected to Make Adequate Growth 46% Not Making Adequate Growth 0% No data Fifth Grade: 16% Exceeding 30% Expected to Make Adequate Growth 45% Not Making Adequate Growth	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9% No data Sixth Grade: 4% Exceeding 14% Expected to Make Adequate Growth 82% Not Making Adequate Growth 0% No data	

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

Professional Learning Communities (PLC) Teams will focus on essential standards in math. They will use identified essential math standards as the basis for Tier I core instruction, scaffolding, and differentiation in class.

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

Monitor progress for students during the year in mathematics. Build teacher capacity to maintain data, analyze it, and identify options for instructional response. Specifically monitor and respond to the learning of our Latinx and LCAP population.

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

Supplement math instruction with online math programs, including Reflex math, Khan Academy, and Freckle.

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: 2019-20

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. Specifically, however, between May of 2019 and March of 2020, only one grade level each increased their math proficiency and were on track to make adequate progress. We have collective work to do to increase the percentage of students who are proficient in mathematics.

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 2020-2021 school year, specific attention will be paid to two of our subgroups that lag significantly behind our White and Two or More Races populations: Latinx and Students with Disabilities. PLC teams will be utilizing common formative assessments in math to guide

instruction, with a focus on progress monitoring. Teams will keep track of the data and offer reteaching or acceleration based on student outcomes, monthly.

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
Pia Tsuruda	Classroom Teacher
Lara Sullivan	Parent or Community Member
Vivian Solodkin	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:

Joanna Lauer 12/2/20

Principal, Dr. Joanna Lauer on 11/4/2020

SSC Chairperson, Chairperson: Lara Sullivan on 12/2/2020 *Lara Sullivan 12/2/2020*