

School Plan for Student Achievement



MOUNTAIN VIEW ELEMENTARY

2002 E. Alluvial
Fresno 93720-0100

7/1/23-6/30/24

Contact:

TOM WRIGHT

Principal

(559) 327-7500

tomwright@cusd.com



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 Elementary School	10-62117-6104624 i	May 15, 2023	June 14, 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)

Additional 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 is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPA we have created a plan that focuses on ELA, math and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. Our plan also includes actions and strategies around attendance and suspensions based off our student needs and ATSI status.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Student Population.....	22
Overall Performance	23
Academic Performance	24
Academic Engagement	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	42
Goal 4.....	44
Goal 5.....	46
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	51

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).

Mountain View Elementary School is committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids! Mountain View Elementary School administers several district, school and community surveys and evaluations throughout the year. The purpose of these surveys and evaluations is for school staff to assess the effectiveness of our school programs, personnel, professional development, parent engagement and involvement activities and to determine what action needs to be taken, if any, to increase the participation and to gather input for our school programs. This is critical as school teams' work towards the goal of continuous improvement with their programs. Parent and community input is valued and appreciated. These annual school surveys and evaluations afford our site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents and district departments. Whereas our Parent Survey provides valuable information from the parents' perspective on many critical issues concerning our overall school Program. The data collection assist to address our quality indicators of an effective School Program as outlined in our SPSA that school staff reviews and reflects upon. These indicators include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data and information, schools are asked to articulate what appeared to work and list any program modifications and changes that may be projected. Mountain View Elementary School is committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The surveys and evaluations are shared with staff, community members, district department and our Area Superintendent as well as the district Superintendent and presented and reviewed with staff members as well as the School Site Council (SSC) and other parent committees.

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body LCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP input

SART:

Results of the SART Survey presented positive comments in the areas of Diversity, School/Classroom Communication, and Teachers and Staff. Areas of improvement/concerns were in the areas of school parking/traffic, cafeteria lunches, and student behavior and consequences.

Student Body LCAP Survey:

Students reported that they enjoy sports, co-curriculars, and PE, teachers/staff, and recess. Mountain Students would like to see newer playground equipment and additional playing tools, ensure that all students are following school rules, addition of clubs/activities, and a greater variety of choices for lunch and the addition of juice.

Classroom Observations

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

As per CUSD Board Policy 6211 Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM
- *STAR Reading Diagnostic

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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 and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:

<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night
- *Open House
- *Title 1 Parent Meeting

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, Positivity Project, PBIS, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings and during our annual Title 1 Parent Meeting by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

- *Continued use of Tier 3 ELA intervention teachers
- *Continued use of Tier 3 Math Intervention teachers
- *Continued use of ELD teacher to provide ELD instruction

Resource Inequities

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

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension and attendance rates within our students with disabilities sub group. Our needs assessment and data analysis revealed that our Students with disabilities (SWD) student group is suspended and are absent more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap and encourage students to attend school regularly. More information around these actions can be found in goals 4 and 5 of our site plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	1.06%	0.86%	5	6	5
African American	4.0%	4.59%	5.16%	25	26	30
Asian	17.0%	15.17%	16.35%	106	86	95
Filipino	2.9%	4.23%	3.61%	18	24	21
Hispanic/Latino	40.1%	41.80%	44.06%	250	237	256
Pacific Islander	0.6%	0.18%	0.34%	4	1	2
White	31.5%	30.16%	26.16%	196	171	152
Multiple/No Response	3.1%	2.82%	3.27%	19	16	19
Total Enrollment				623	567	581

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	81	94
Grade 1	90	76	73
Grade 2	86	80	74
Grade3	91	74	76
Grade 4	88	83	83
Grade 5	87	90	87
Grade 6	85	83	94
Total Enrollment	623	567	581

Conclusions based on this data:

1. Enrollment continues to decline at Mountain View.
2. While most of our sub-groups have remained similar in size over the years, we have seen a slight decline in our Asian and white sub-groups.
3. We have also seen a decline in enrollment numbers in our kindergarten classes over the past several years.

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	68	56	61	10.9%	9.9%	10.5%
Fluent English Proficient (FEP)	46	39	50	7.4%	6.9%	8.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Enrollment of English Learners continues to decline.
2. Students who initially test Fluent English Proficient continues to decline.

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		
	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	86	79		0	77		0	77		0.0	97.5	
Grade 4	84	87		0	85		0	85		0.0	97.7	
Grade 5	83	92		0	91		0	91		0.0	98.9	
Grade 6	88	77		0	76		0	76		0.0	98.7	
All Grades	341	335		0	329		0	329		0.0	98.2	

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		
	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		2427.			27.27			25.97			22.08			24.68	
Grade 4		2495.			37.65			25.88			20.00			16.47	
Grade 5		2523.			34.07			25.27			20.88			19.78	
Grade 6		2561.			23.68			38.16			23.68			14.47	
All Grades	N/A	N/A	N/A		31.00			28.57			21.58			18.84	

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		23.38			61.04			15.58	
Grade 4		21.18			72.94			5.88	
Grade 5		21.98			63.74			14.29	
Grade 6		26.32			55.26			18.42	
All Grades		23.10			63.53			13.37	

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		15.58			54.55			29.87	
Grade 4		22.35			67.06			10.59	
Grade 5		25.27			52.75			21.98	
Grade 6		23.68			61.84			14.47	
All Grades		21.88			58.97			19.15	

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		7.79			80.52			11.69	
Grade 4		14.12			78.82			7.06	
Grade 5		20.88			70.33			8.79	
Grade 6		18.42			72.37			9.21	
All Grades		15.50			75.38			9.12	

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		16.88			64.94			18.18	
Grade 4		18.82			70.59			10.59	
Grade 5		28.57			53.85			17.58	
Grade 6		26.32			65.79			7.89	
All Grades		22.80			63.53			13.68	

Conclusions based on this data:

1. Overall percentage of students At or Near Standard in all areas has increased.
2. The percentage of students in the Below Standard band for writing has increased.
3. The percentage of students in the Above Standard range has decreased in all domains.

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		
	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	86	79		0	78		0	78		0.0	98.7	
Grade 4	84	87		0	85		0	85		0.0	97.7	
Grade 5	83	92		0	90		0	90		0.0	97.8	
Grade 6	88	77		0	77		0	77		0.0	100.0	
All Grades	341	335		0	330		0	330		0.0	98.5	

* 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		
	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		2432.			15.38			42.31			19.23			23.08	
Grade 4		2482.			17.65			29.41			38.82			14.12	
Grade 5		2498.			16.67			22.22			34.44			26.67	
Grade 6		2548.			27.27			23.38			28.57			20.78	
All Grades	N/A	N/A	N/A		19.09			29.09			30.61			21.21	

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		21.79			56.41			21.79	
Grade 4		28.24			52.94			18.82	
Grade 5		21.11			51.11			27.78	
Grade 6		27.27			49.35			23.38	
All Grades		24.55			52.42			23.03	

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		21.79			51.28			26.92	
Grade 4		16.47			55.29			28.24	
Grade 5		11.11			60.00			28.89	
Grade 6		18.18			59.74			22.08	
All Grades		16.67			56.67			26.67	

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		26.92			60.26			12.82	
Grade 4		21.18			63.53			15.29	
Grade 5		12.22			61.11			26.67	
Grade 6		24.68			59.74			15.58	
All Grades		20.91			61.21			17.88	

Conclusions based on this data:

1. The percentage of students meeting standards overall has increased.
2. Problem Solving and Modeling/Data Analysis decreased 14.06%.
3. Overall percentage of students scoring in the Standard Exceeded band decreased by 8%.

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	7	6
Grade 1	1490.8	*	1493.1	*	1488.0	*	13	7
Grade 2	*	*	*	*	*	*	8	10
Grade 3	*	1473.3	*	1490.5	*	1455.7	9	12
Grade 4	*	*	*	*	*	*	8	7
Grade 5	*	*	*	*	*	*	7	5
Grade 6	1550.3	*	1550.1	*	1549.9	*	12	6
All Grades							64	53

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	30.77	*	61.54	*	7.69	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	*	8.33	*	58.33	*	25.00	*	8.33	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	41.67	*	33.33	*	8.33	*	16.67	*	12	*
All Grades	28.57	22.64	47.62	45.28	17.46	24.53	6.35	7.55	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	38.46	*	53.85	*	7.69	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	*	50.00	*	33.33	*	8.33	*	8.33	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	50.00	*	33.33	*	0.00	*	16.67	*	12	*
All Grades	42.86	47.17	42.86	24.53	7.94	22.64	6.35	5.66	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	7.69	*	61.54	*	30.77	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	*	0.00	*	16.67	*	58.33	*	25.00	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	25.00	*	33.33	*	16.67	*	25.00	*	12	*
All Grades	14.29	13.21	41.27	32.08	31.75	41.51	12.70	13.21	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	69.23	*	30.77	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*
3	*	50.00	*	41.67	*	8.33	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	41.67	*	41.67	*	16.67	*	12	*
All Grades	36.51	49.06	57.14	41.51	6.35	9.43	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	30.77	*	69.23	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*
3	*	66.67	*	25.00	*	8.33	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	83.33	*	8.33	*	8.33	*	12	*
All Grades	58.73	50.94	36.51	39.62	4.76	9.43	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	30.77	*	69.23	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*
3	*	0.00	*	58.33	*	41.67	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	33.33	*	25.00	*	41.67	*	12	*
All Grades	17.46	11.32	58.73	62.26	23.81	26.42	63	53

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	7.69	*	92.31	*	0.00	*	13	*
2	*	*	*	*	*	*	*	*
3	*	9.09	*	72.73	*	18.18	*	11
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	25.00	*	66.67	*	8.33	*	12	*
All Grades	23.81	28.85	71.43	63.46	4.76	7.69	63	52

Conclusions based on this data:

1. Written language continues to be an area of weakness for our EL students.
2. 92.3% of our current 2nd grade EL students are Level 3s or Level 4s on the ELPAC.
3. There has been a marked increase in the percentage of students scoring in the Beginning Range of the Reading domain.

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
567	61.0	9.9	0.2
Total Number of Students enrolled in Mountain View Elementary 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	9.9
Foster Youth	1	0.2
Socioeconomically Disadvantaged	346	61.0
Students with Disabilities	54	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	4.6
American Indian	6	1.1
Asian	86	15.2
Filipino	24	4.2
Hispanic	237	41.8
Two or More Races	16	2.8
Pacific Islander	1	0.2
White	171	30.2

Conclusions based on this data:

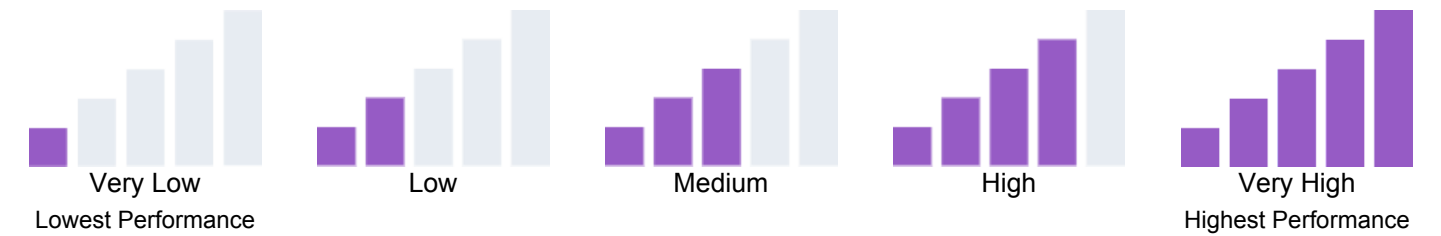
1. As Mountain View's total enrollment has decreased, the number of socioeconomically disadvantaged students has increase.
2. Nearly 10% of Mountain View's population qualifies as students with disabilities.
3. Nearly 10% of Mountain View's population are English Language Learners.

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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>High</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

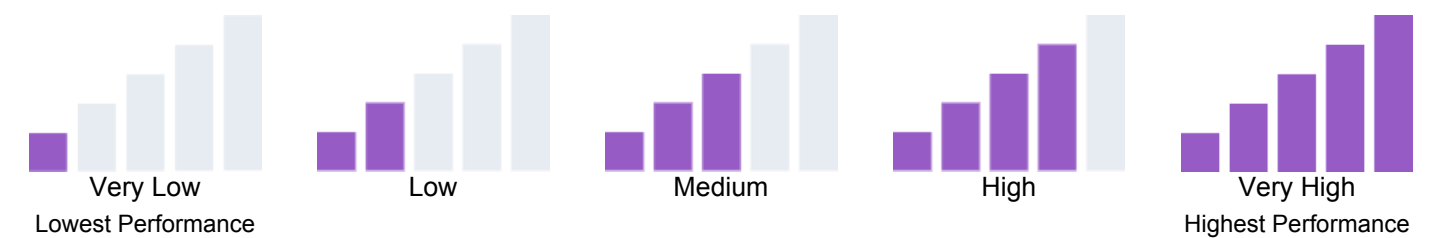
- Chronic Absenteeism and Suspension Rates are considered high and very high.
- Academic performance for ELA is high.
- Academic performance for Math needs to improve overall.

School and Student Performance Data

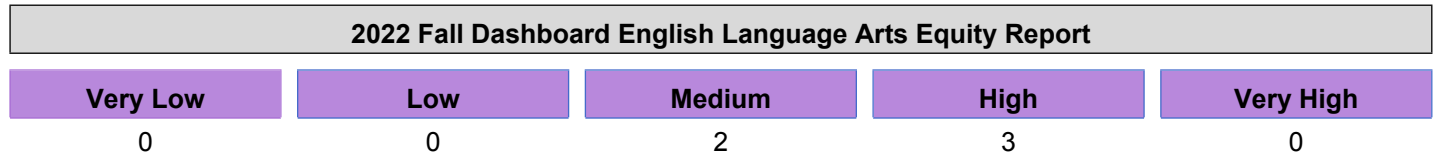
Academic Performance English Language Arts

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](#).

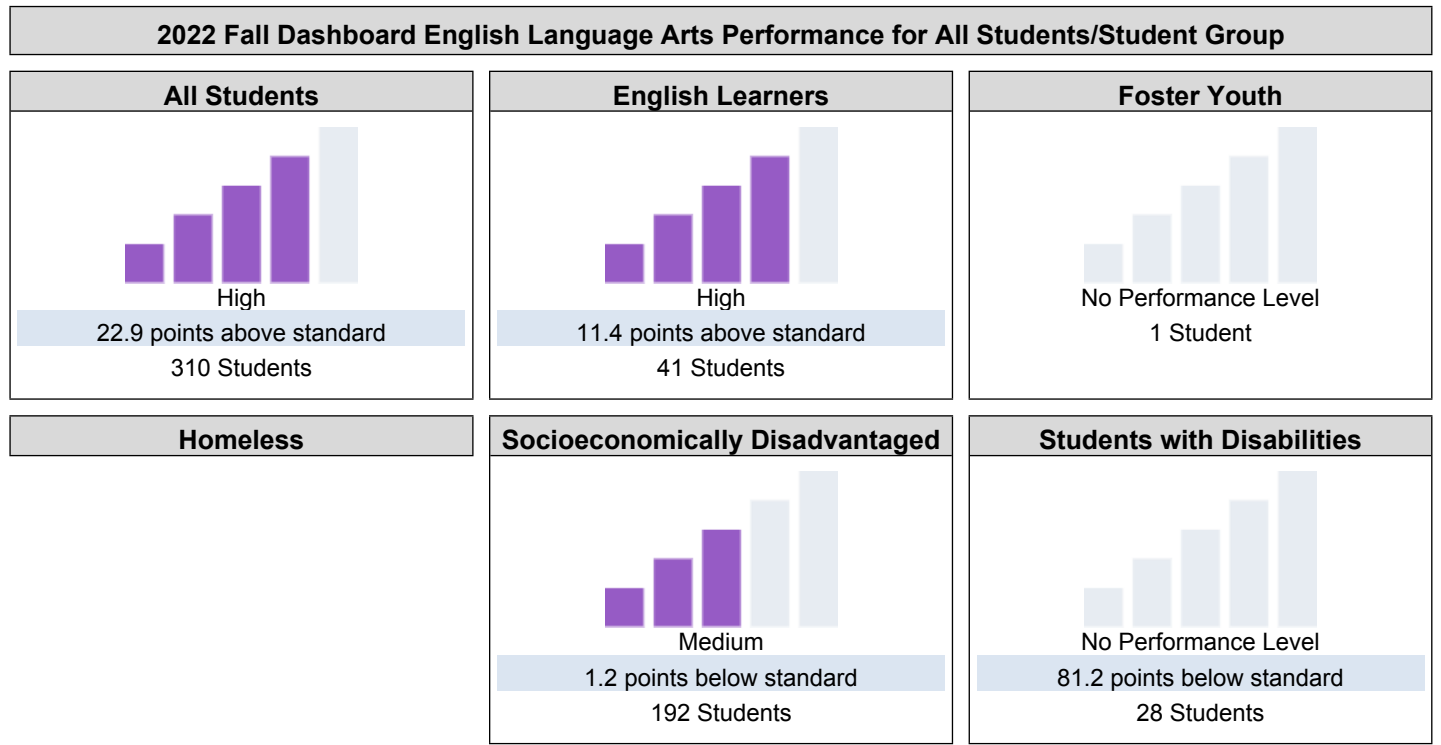
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



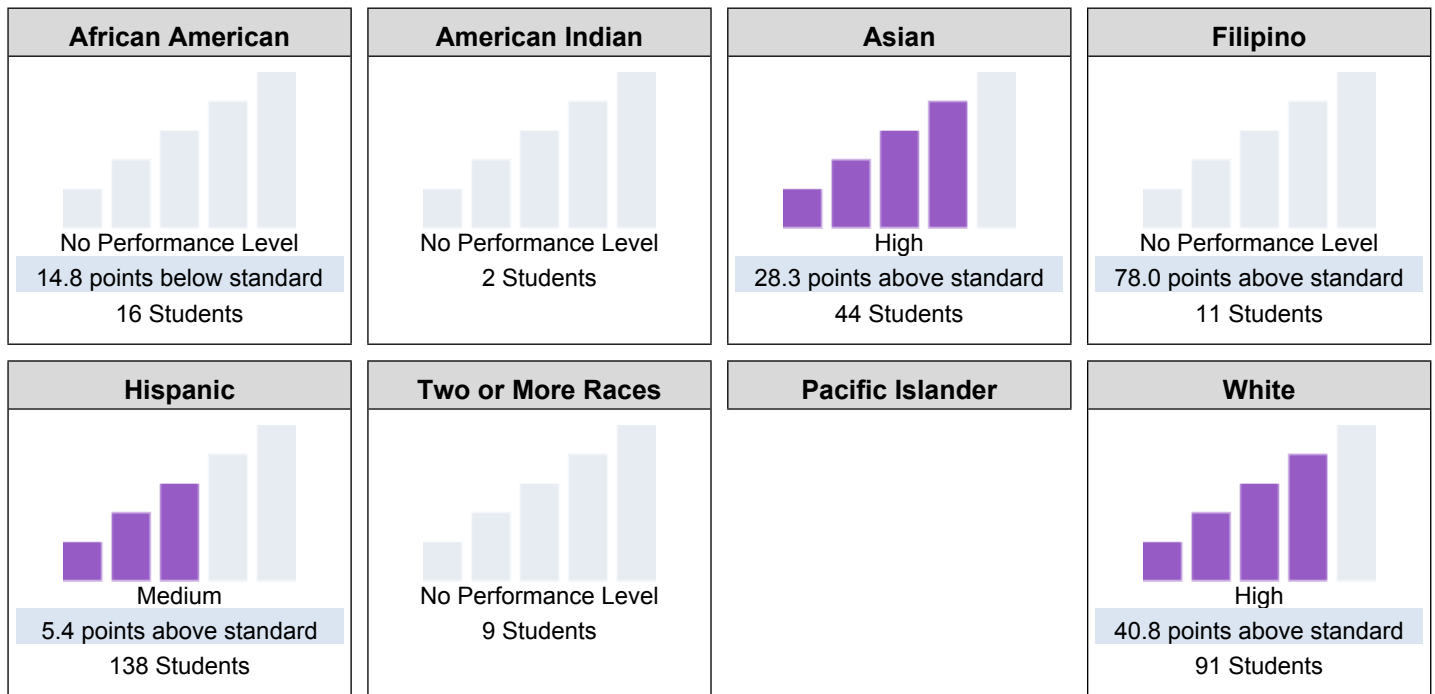
This section provides number of student groups in each level.



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 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
59.2 points below standard 21 Students	68.4 points above standard 21 Students	20.4 points above standard 254 Students

Conclusions based on this data:

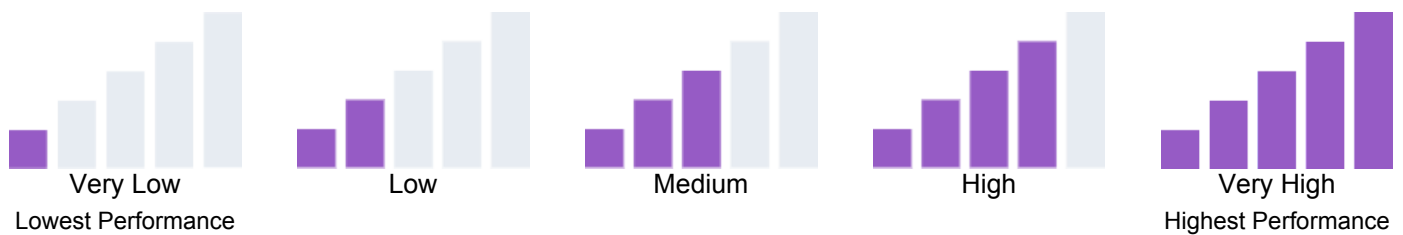
1. EL students are performing an average of 11 points above standard.
2. Reclassified EL students are performing an average of 68 points above standard.
3. Additional supports need to be provided to Mountain View's Hispanic population in ELA.

School and Student Performance Data

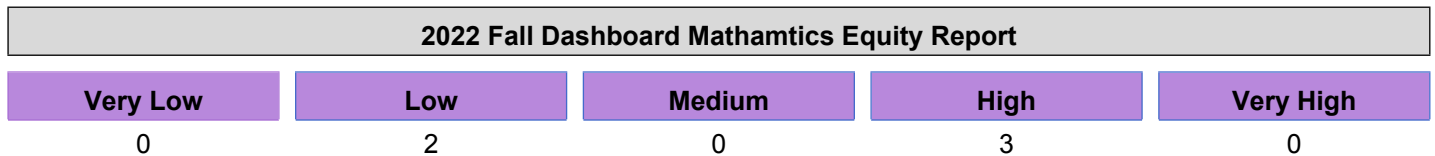
Academic Performance Mathematics

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](#).

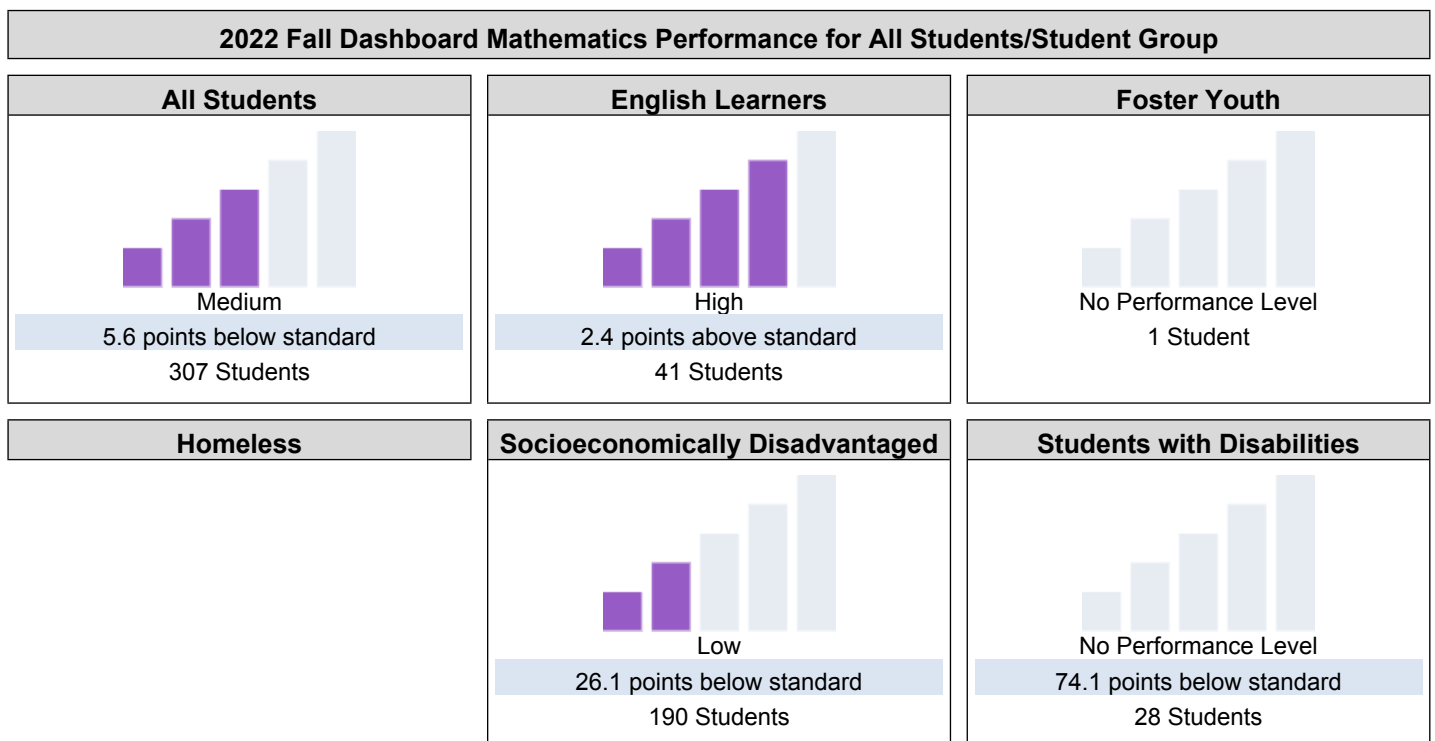
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



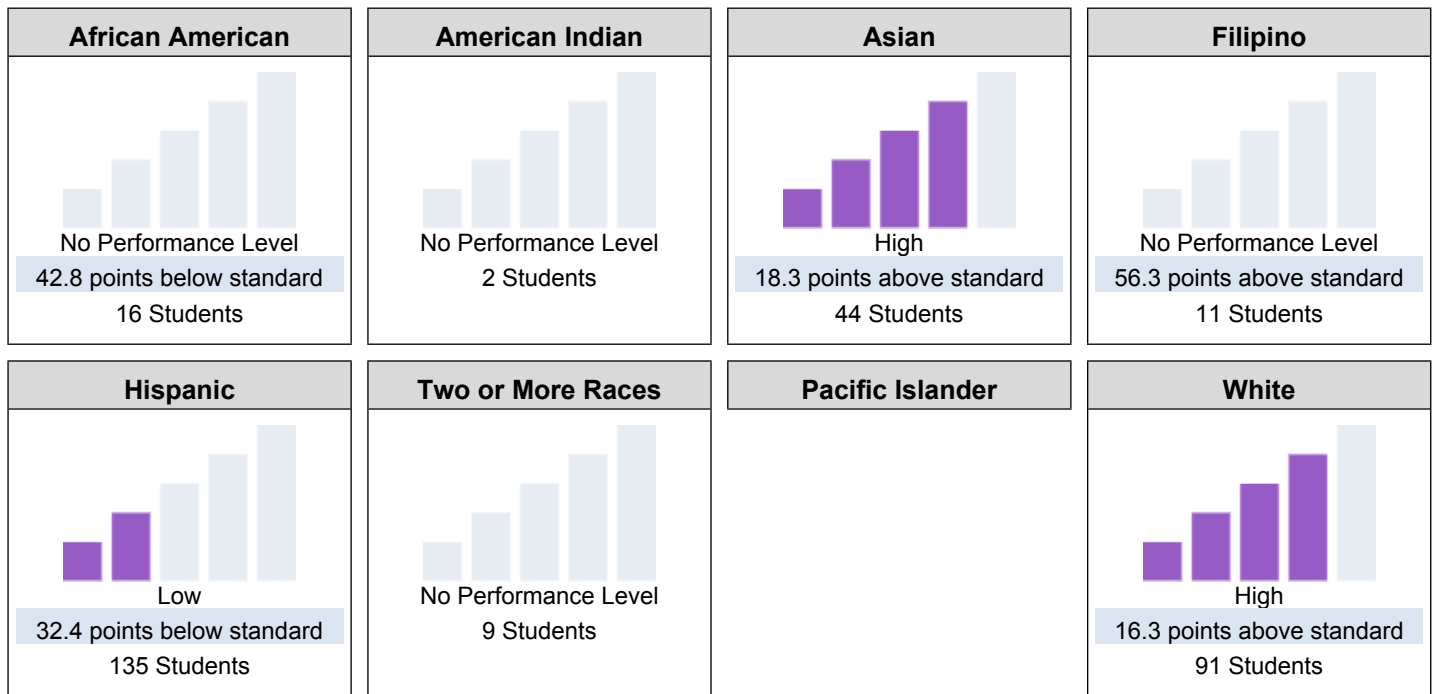
This section provides number of student groups in each level.



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 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
44.1 points below standard 20 Students	33.4 points above standard 22 Students	10.1 points below standard 251 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students are struggling in the area of math.
2. Hispanic students are performing significantly lower than our Asian and White populations.
3. Overall Math Equity is low.

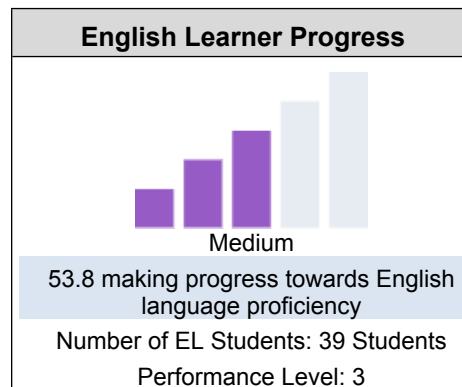
School and Student Performance Data

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
15.4%	30.8%	0.0%	53.8%

Conclusions based on this data:

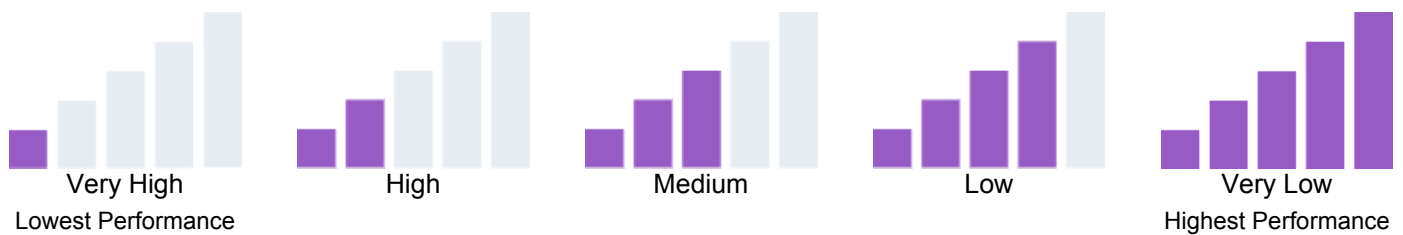
1. Nearly 54% of EL students are making progress towards English language proficiency.
2. 21% of EL students have increased at least one ELPI level.
3. Additional supports need to be provided to the 6 students who decreased by one ELPI Level.

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).



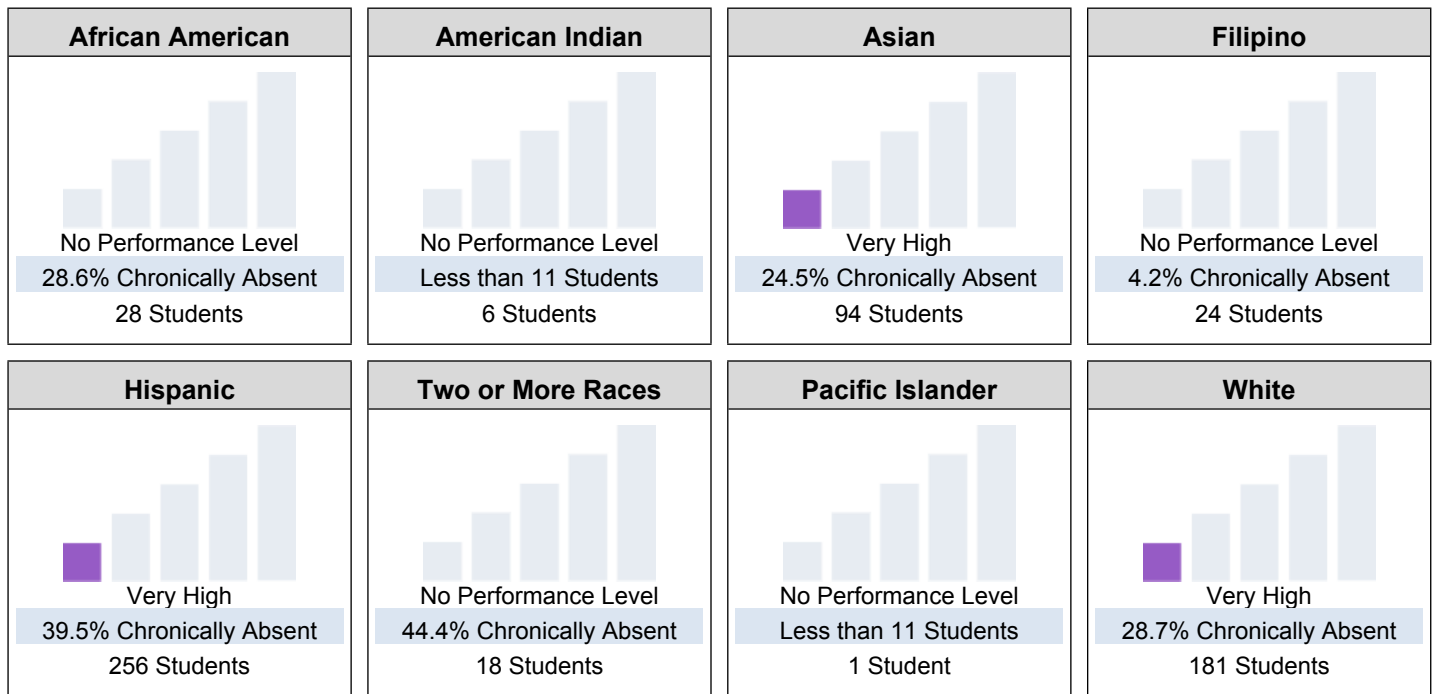
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	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				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Very High</p> <p>32.1% Chronically Absent</p> <p>608 Students</p>	<p>Very High</p> <p>27.1% Chronically Absent</p> <p>70 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Very High</p> <p>38.3% Chronically Absent</p> <p>373 Students</p>	<p>Very High</p> <p>54% Chronically Absent</p> <p>63 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

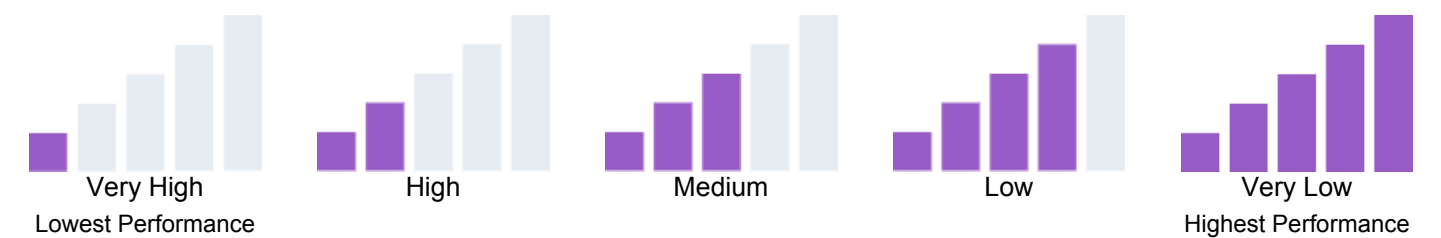
1. Overall chronic absenteeism rate is very high.
2. Nearly 40% of Mountain View's Hispanic students have a very high chronically absent absenteeism rate.
3. Socioeconomically disadvantaged students have a very high absenteeism rate.

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).



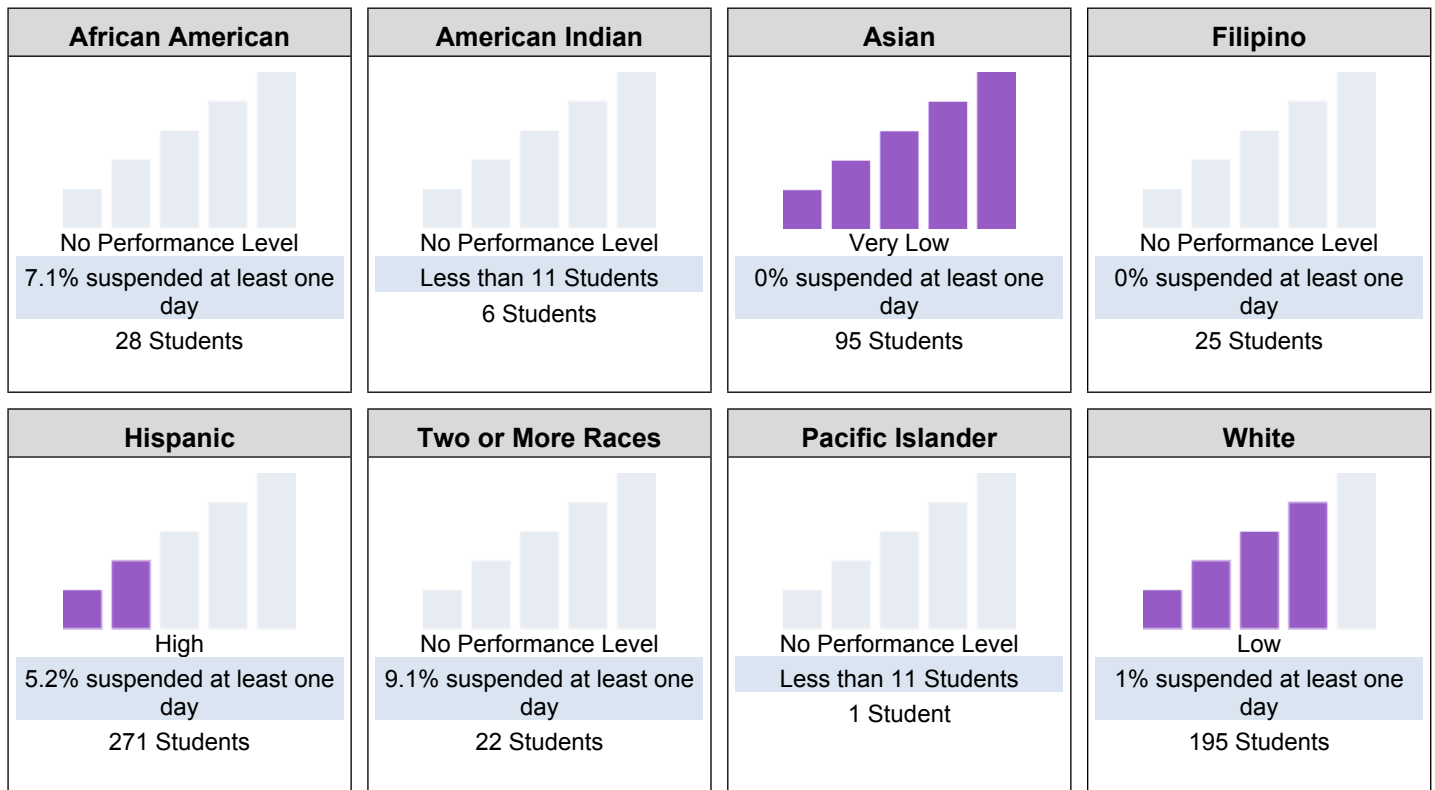
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	3	1	1	1

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	English Learners	Foster Youth
<p>High</p> <p>3.1% suspended at least one day</p> <p>643 Students</p>	<p>Medium</p> <p>1.3% suspended at least one day</p> <p>75 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>4.3% suspended at least one day</p> <p>394 Students</p>	<p>High</p> <p>3.1% suspended at least one day</p> <p>64 Students</p>	<p>High</p> <p>3.1% suspended at least one day</p> <p>64 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The percentage of Hispanic students suspended is high in comparison of other race/ethnicity groups.
2. The percentage of socioeconomic disadvantaged students suspended is high in comparison to other student groups.
3. Alternative means of suspension are required to reduce the suspension rate.

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

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 1

Goal Objective: To increase the overall number of students and students in each subgroup scoring Standard Met or Standard Exceeded on CASSPP ELA (3rd-6th Grades) by 4% and District Assessments for grade K-2nd by 4%.

Identified Need

Out students meeting or exceeding standard for ELA CAASPP is not at the level pre-COVID or what we expect.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten CUSD iCAL	82% Met/Exceeded Standard	86%
1st Grade iReady ELA Assessments	14% Met/Exceeded Standard	18%
2nd Grade iReady ELA Assessments	26% Met/Exceeded Standard	30%
CAASPP ELA Grades 3-6	61% Met/Exceeded Standard	65%
CAASPP ELA Grades 3-6 Subgroup: Black/African American	64% Met/Exceeded Standard	69%
CAASPP ELA Grades 3-6 Subgroup: Asian	58% Met/Exceeded Standard	62%
CAASPP ELA Grades 3-6 Subgroup: Hispanic/Latino	56% Met/Exceeded Standard	60%
CAASPP ELA Grades 3-6 Subgroup: White	69% Met/Exceeded Standard	73%
CAASPP ELA Grades 3-6 Subgroup: Socio-economic	53% Met/Exceeded Standard	57%
CAASPP ELA Grades 3-6 Subgroup: English Learner	20% Met/Exceeded Standard	24%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-6 Subgroup: Students with Disabilities	6% Met/Exceeded Standard	10%

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

Strategy/Activity

Increase parent engagement and attendance

*hire a home school liaison (HSL) to support families and increase communication

*HSL will support attendance concerns

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)
37,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

1st-6th grade Students' reading and writing skills will improve with focus on vocabulary development, comprehension, critical thinking, and writing proficiency instruction provided by credentialed teachers within the school day by credentialed intervention teachers and Tier 3 pull-out Intervention teachers.

Strategy/Activity

To gain growth above expected levels, Mountain View will continue with:

*PLC

*TGLE

*Data Teams

*MTSS/Intervention

*Clovis North Transition Team

*Categorical Funding in 0600, 0601, and 4203

*Technology Lab

*Combo support teachers

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)
15915.70	LCAP Supplemental
147703.66	Title I
1171.43	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

In Kindergarten, students will receive Tier 3 Response to Intervention either before or after their scheduled Kindergarten school day from their classroom teacher.

Strategy/Activity

Kindergarten ELA Response to Intervention

Tasks

In kindergarten, students will receive Response to Intervention during the school day based on a three tiered model. Students will be deployed to a specific teacher based on their individual needs.

1. Design 3 tiered RTI model
2. Hire staff to assist kindergarten teachers with RTI
3. Identify students and assign them to groups
4. Purchase any needed curriculum and supplies
5. Provide intervention
6. Progress monitor
7. Evaluate effectiveness of intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	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.

Tier 3 Pull-Out intervention was available for grades 1-3 and push-in Tier 2 RTI was available for 4th-6th grades.

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

Intervention is implemented, but the budget is less this year because funding was decreased.

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 goal will be ELA specific and any changes and/or analysis can be found in Mid-Year and Annual Evaluation/Monitoring Reports.

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

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 2

Goal Objective: Mountain View will increase school-wide math proficiency by 3% as measured by District assessments and the SBAC state average scores in Math.

Identified Need

Data illustrates that we have a deficiency in our math scores for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten CUSD iCAM	68% Met/Exceeded Standard	71%
1st Grade iReady	53% Met/Exceeded Standard	56%
2nd Grade iReady	47% Met/Exceeded Standard	50%
CAASPP Math Grades 3-6	47% Met/Exceeded Standard	50%
CAASPP Math Grades 3-6 Subgroup: Black/African American	27% Met/Exceeded Standard	30%
CAASPP Math Grades 3-6 Subgroup: Asian	61% Met/Exceeded Standard	64%
CAASPP Math Grades 3-6 Subgroup: Hispanic/Latino	36% Met/Exceeded Standard	39%
CAASPP Math Grades 3-6 Subgroup: White	58% Met/Exceeded Standard	61%
CAASPP Math Grades 3-6 Subgroup: Socio-economic	33% Met/Exceeded Standard	36%
CAASPP Math Grades 3-6 Subgroup: English Learner	17% Met/Exceeded Standard	20%
CAASPP Math Grades 3-6 Subgroup: Students with Disabilities	12% Met/Exceeded Standard	15%

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

In 1st and 2nd grade, students will receive Math Intervention after the school day with a certificated teacher.

Strategy/Activity

Grades 1-2 After School Math Response to Intervention

Tasks

Students in grades 1-2 are placed in after-school intervention groups using Ready Math Diagnostic assessment scores and current grade level site math assessments. Students will receive two hours a week of intervention provided by credentialed teachers using iReady Math curriculum.

1. Identify which students to target for after-school math intervention.
2. Select credentialed teachers to provide this intervention.
3. Select and secure needed curriculum.
4. Send home parent permission slips.
5. Provide intervention.
6. Measure outcome.

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)

9100.73

1428.71

Source(s)

LCAP Intervention

Title I Part A: Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

In 3rd-6th grades, students will receive Response to Intervention during the school day and students will receive Tier 3 instruction from a credentialed intervention teacher.

Strategy/Activity

3-6 Grade Math Response to Intervention

Tasks

In grades 3-6, students scoring at the lowest levels, based on State and Local assessments, Common Core Math Assessments, along with teacher recommendation will receive Tier 3 pull-out intense intervention from certificated teachers. The use of adopted grade level math curriculum, along with supplemental materials, will be utilized. The proposed expenditure for this strategy/activity is a duplicate of Goal 1 Strategy/Activity 2 as we maximize the hours of our credentialed intervention teachers across grade levels.

1. Classroom teachers review Ready Math Diagnostic assessments results and current grade level site assessments.
2. Grade levels and principal collaborate to identify students needing Math intervention.
3. Intervention certificated teachers are hired.
4. Schedule is created.
5. Progress is monitored.
6. Effectiveness of intervention is evaluated.

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)

63,783.34

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who need academic support to complete assignments and achieve a 2.0 GPA or greater.

Strategy/Activity

Grades 4-6 Academic Lab

Tasks

Students in grades 4-6 who have more than 5 missing assignments and/or a GPA of less than 2.0 will be referred to Academic Lab for support with homework and additional instruction. It is scheduled for after school Mondays, Tuesdays, and Thursdays from 2:35 to 3:35pm with a credentialed staff member. Students are exited from Academic Lab once missing assignments are completed and/or a GPA of 2.0 or greater is sustained for a minimum of three weeks.

1. Teachers will be selected to provide Academic Lab.
2. Schedule will be created and communicated to staff.
3. Academic Lab will be open three days a week throughout the school year.

4. Teachers will refer students to Academic Lab.
5. Permission Slips will be sent home to parents.
6. Students will participate in Academic Lab until exit criteria is met.
7. Progress will be communicated to the classroom teacher and parents.

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)

2493

Source(s)

LCAP Intervention

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students who are performing at below grade level on District and/or State assessments.

Strategy/Activity

Summer Intervention

Tasks

Students needing additional intervention in mathematics benefit from attending the Clovis Unified Summer Intervention Program (Summer School). Students enrolled in this intervention receive intensive, targeted instruction provided by credentialed teachers.

1. Identify students eligible for summer intervention
2. Teachers collaborate with parents to determine if summer intervention is needed and appropriate
3. Summer intervention applications will go home to parents
4. GIS will organize returned applications, and submit them to the summer school principal with required documentation
5. Students will attend summer school
6. Results will be returned to the school in the fall and filed in the students' cumulative records

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)

0

Source(s)

District Funded

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.

Grades 1st-3rd had Tier 3 math intervention by credentialed teachers all year; 4th grade for quarters 3 and 4.

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

It was intended for grades 1st-6th to have Tier 3 intervention, but due to budget and staff availability, that was not possible.

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.

Continued use of Tier 2 interventions within the classroom and Tier 3 interventions to increase math proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

Aim 1: Maximize Achievement for ALL students

Identified Need

Goal Objective: Mountain View will increase ELD proficiency in reading, writing, and speaking of students meeting or exceeding standards by 3% as measured by District assessments and the CAASPP state average scores in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	20%	23%

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)

ELD Students

Strategy/Activity

Strategies/Activities

- * Identify English Learners for current school year
- * Ensure that English Learners are appropriately placed in EL Authorized teacher's classroom
- * Ensure that teachers have Benchmark Advance English Learner curriculum and consumables
- * Classroom teachers will develop a schedule to provide English Language Development instruction for a minimum of 30 minutes per instructional day for each EL student
- * Teachers will provide ELD instruction

Bilingual Instructional Aides

Task

- * Review list of English Learners and their proficiency levels.

- * The GIS will work with the Designated ELD Teacher and the BIA's and teachers to develop a schedule for supporting students.
- * Classroom teachers will collaborate with Designated ELD Teacher and BIA's to deliver needed student supports.
- * The GIS will assist the Designated ELD Teacher and the BIA's in filing their required documentation.

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)
20,885.30	LCAP Supplemental
6893.31	Title III English Learner
1,428.72	Title I Part A: Parent Involvement

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.

This is a new goal that we will be implementing.

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

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

Suspensions

LEA/LCAP Goal

Maximize achievement for all students

Goal 4

Decrease the number of students who are suspended across our campus, including our students with disabilities subgroup.

Identified Need

In looking at our overall student suspension data versus our subgroup data, it is evident that our students with disabilities (SWD) student subgroup represents a higher percentage of suspensions than other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension Rates	In 21-22 3% of our Students with disabilities student subgroup were suspended for at least one day	In 23-24, we expect there to be a decline of students in our students with disabilities subgroup who are suspended for one or more days by 1%

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 including our SWD student subgroup

Strategy/Activity

Professional Development

1. Site administrators will be provided with Professional Development around alternatives to suspension that they can utilize at their sites and with their staffs.
2. The district will continue to provide Professional Development around SEL supports which staff members will attend to increase supports for students on our campus.

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 including our students with disabilities student subgroup

Strategy/Activity

Maintain/increase student engagement opportunities

1. We will maintain student engagement opportunities including co-curricular activities, clubs, etc
2. To increase our students with disabilities subgroup student engagement opportunities we will reach out to our Special Education teachers and aides to encourage them to develop ideas, clubs, coaching opportunities that will encourage our students with disabilities to engage in school.

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.

This is a new goal for the 23-24 school 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.

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.

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

Chronic Absenteeism

LEA/LCAP Goal

Maximize achievement for all students

Goal 5

Decrease the number of students who are chronically absent across our campus, including in our students with disabilities subgroup.

Identified Need

Due to COVID 19 and that mandated quarantines that were put into place by the state, a large number of students fell into chronic absentee rates across the district and state. At our site, our students with disabilities subgroup had a high percentage of students who were considered chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee rates	In 21-22, 55% of our students were considered chronically absent	In 22-23, we expect there to be a decline of the overall number of students who are chronically absent by 25%.

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 including students with disabilities

Strategy/Activity

Professional Development

1. Site administrators will be provided with PD around the foundational research-based practices to prevent absenteeism for all students.
2. Appropriate staff will be trained on pulling and analyzing absentee data.

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 including our students with disabilities

Strategy/Activity

Increase communication and awareness with families

1. We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of of the lack of attendance, and supports available to families.
2. We will provide attendance updates to parents in a timely manner with supports in place to follow up with parents regarding improvements and concerns.

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.

This is a new goal for the 23-24 school 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.

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$259,409.17
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,803.90

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$248,487.00
Title I Part A: Parent Involvement	\$4,028.86

Subtotal of additional federal funds included for this school: \$252,515.86

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$36,801.00
Title III English Learner	\$6,893.31

Subtotal of state or local funds included for this school: \$55,288.04

Total of federal, state, and/or local funds for this school: \$307,803.90

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$36,801.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title I	\$248,487.00	0.00
Title I Part A: Parent Involvement	\$4,028.86	0.00
Title III English Learner	\$6,893.31	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	36,801.00
Title I	248,487.00
Title I Part A: Parent Involvement	4,028.86
Title III English Learner	6,893.31

Expenditures by Budget Reference

Budget Reference	Amount
	79,699.04

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	20,885.30

	LCAP Supplemental	15,915.70
	Title I	184,703.66
	Title I	63,783.34
	Title I Part A: Parent Involvement	4,028.86
	Title III English Learner	6,893.31

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,790.79
Goal 2	76,805.78
Goal 3	29,207.33

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
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jessica Hatamaria, GIS, Vice-Chair	Other School Staff
Tom Wright	Principal
Ashley Hall	Other School Staff
Arianna Salazar, Chairperson (2nd Year)	Parent or Community Member
Carlee Xayoudum, DAC Representative (2nd Year)	Parent or Community Member
Amy Rios (2nd Year)	Classroom Teacher
Bethany Micu (2nd Year)	Classroom Teacher
Ashley Logan (1st Year)	Classroom Teacher
Makkael Goldsmith (1st Year)	Parent or Community Member
Renee Samarco, SSC Parent Representative (1st Year)	Parent or Community Member
Katie Pedroza (1st Year)	Parent or Community Member
Wendy Paz (1st Year)	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.

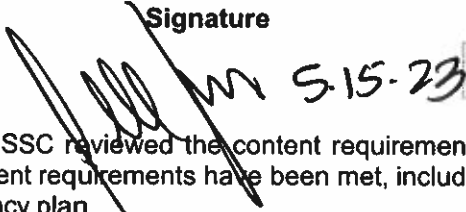
Recommendations and Assurances

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
 5.15.23	English Learner Advisory Committee

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 12/12/2022.

Attested:

	Principal, Tom Wright on 12/12/2022 5.15.23
	SSC Chairperson, Arianna Salazar on 12/12/2022 5.15.23