

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain View High School	43696094334728	March 20, 2019	

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 annual SPSA update is written by the administration team, in conjunction with our review of our WASC Action Plan for our upcoming accreditation review and approval of the site council. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the board for approval.

Mountain View High School underwent the WASC Accreditation process in the 2018-19 school year. A comprehensive needs assessment was completed under the WASC self study and has formed the basis of the school's goals contained in the SPSA.

The timeline for SPSA development has been modified to align to the LCAP Annual Review process.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	188	162	164	10.0%	8.5%	8.3%
Fluent English Proficient (FEP)	451	505	551	24.1%	26.4%	28.0%
Reclassified Fluent English Proficient (RFEP)	23	40	26	11.9%	21.3%	16.0%

Conclusions based on this data:

1. There has been an increase of FEP or fluent students enrolled at MVHS.
2. The number of current ELs has decreased over time. However, the number of newcomer students has increased which is not reflected in this data.
3. The number of reclassified students fluctuates each year depending on how many students meet the criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	439	456	457	404	397	408	404	397	408	92	87.1	89.3
All Grades	439	456	457	404	397	408	404	397	408	92	87.1	89.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2642.	2683.	2674.	44	59.45	56.37	28	25.69	23.04	16	7.05	10.29	12	7.81	10.29
All Grades	N/A	N/A	N/A	44	59.45	56.37	28	25.69	23.04	16	7.05	10.29	12	7.81	10.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	51	64.48	61.43	36	24.43	28.01	12	11.08	10.57
All Grades	51	64.48	61.43	36	24.43	28.01	12	11.08	10.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	43	64.99	62.81	41	27.71	26.60	16	7.30	10.59
All Grades	43	64.99	62.81	41	27.71	26.60	16	7.30	10.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	57.43	48.40	54	35.77	44.23	9	6.80	7.37
All Grades	37	57.43	48.40	54	35.77	44.23	9	6.80	7.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	62.47	59.21	35	30.23	30.47	11	7.30	10.32
All Grades	53	62.47	59.21	35	30.23	30.47	11	7.30	10.32

Conclusions based on this data:

1. The participation rate has increased over time.
2. The percentage of students meeting or exceeding standard decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	439	456	457	412	400	410	412	400	410	93.8	87.7	89.7
All Grades	439	456	457	412	400	410	412	400	410	93.8	87.7	89.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2663.	2675.	2680.	41	41.50	46.59	23	27.00	24.88	17	14.25	10.00	20	17.25	18.54
All Grades	N/A	N/A	N/A	41	41.50	46.59	23	27.00	24.88	17	14.25	10.00	20	17.25	18.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	55.00	61.12	25	23.00	17.36	22	22.00	21.52
All Grades	53	55.00	61.12	25	23.00	17.36	22	22.00	21.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	41	43.50	48.17	38	38.75	34.72	22	17.75	17.11
All Grades	41	43.50	48.17	38	38.75	34.72	22	17.75	17.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	47.25	52.44	39	42.00	36.83	16	10.75	10.73
All Grades	45	47.25	52.44	39	42.00	36.83	16	10.75	10.73







Conclusions based on this data:

- The participation rate has increased over time.
- The percentage of students meeting or exceeding standard increased.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Blue</p>		

Conclusions based on this data:

1. Overall, our students are meeting targets in most indicators.
2. The suspension rate has increased over time and is an area of close examination.

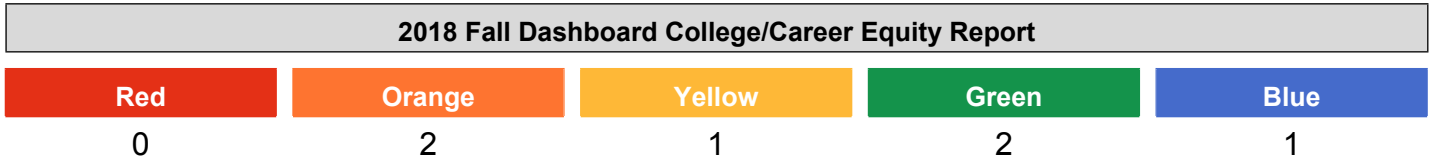
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 71.9% prepared Increased 2.6% 459 students	<p>English Learners</p>  Orange 24.5% prepared Maintained -1.4% 49 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 38.6% prepared Maintained -0.6% 101 students	<p>Students with Disabilities</p>  Orange 20.9% prepared Declined -4.9% 43 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 81.5% prepared Declined -5.6% 108 students	 No Performance Color 47.1% prepared Declined -7.5% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 41.1% prepared Increased 7.1% 95 students	 No Performance Color 70.6% prepared Increased 20.6% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Blue 82.9% prepared Maintained 0.6% 210 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
68.2% Prepared	69.3 Prepared	71.9 Prepared
15.2% Approaching Prepared	10.9 Approaching Prepared	10 Approaching Prepared
16.6% Not Prepared	19.8 Not Prepared	18.1 Not Prepared

Conclusions based on this data:

1. The percentage of students prepared for College and Career has increased over time.
2. The percentage of Students with Disabilities who are prepared for College and Career has declined.
3. English Learners and Socioeconomically Disadvantaged students have made no growth in this indicator.

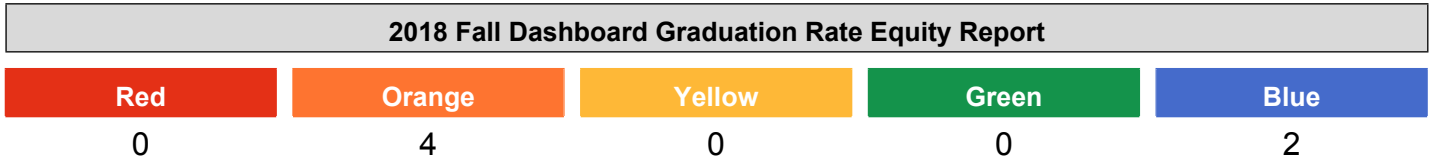
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Green 94.6% graduated Maintained -0.9% 459 students	<p>English Learners</p>  Orange 75.5% graduated Declined -5.5% 49 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 86.1% graduated Declined -1.5% 101 students	<p>Students with Disabilities</p>  Orange 76.7% graduated Declined -14.6% 43 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 97.2% graduated Declined -1.7% 108 students	 No Performance Color 100% graduated Maintained 0% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.2% graduated Declined -3.8% 95 students	 No Performance Color 100% graduated Increased +8.3% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Blue 97.1% graduated Maintained -0.5% 210 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
95.5% graduated	94.6% graduated

Conclusions based on this data:

- There has been a slight decrease in the percentage of students graduating.
- The declining numbers include students who are English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

Goal #3: Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE).

Goal 1

From WASC Action Plan Goal: Equity, we will increase positive inclusive interactions and the diversity of all students in the classes.

By 2020, all students will receive inclusive teaching and learning practices in their classes in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education courses.

Identified Need

Respectful diversity is an important value at Mountain View High School. Our vision statement reflects this by stating "We value an equitable and collaborative learning environment in which students and staff respect the diversity of our society". To this end, supporting systems and process that support all diverse students to reach their true potential in class is a goal of ours.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Fishbowl results	100% of latino students are reporting they do not feel included in classroom group activities and they are aware of their differences in class.	25% of latino students are reporting they do not feel included in classroom group activities and they are aware of their differences in class.
CAHKS	School connectedness Average Reporting "Strongly agree" 20%(9th), 19%(11th); High 58%(9th) 58%(11th). Meaningful participation at school Average Reporting "Very much true" 8%(9th), 11%(11th) ; High 8%(9th), 10%(11th)	School connectedness Average Reporting "Strongly agree" 35%(9th), 35%(11th); High 58%(9th), 58%(11th). Meaningful participation at school Average Reporting "Very much true" 35%(9th), 35%(11th) ; High 58%(9th), 58%(11th)
Co-taught classes	3 sections of co-taught classes for 1 year	5 sections of co-taught classes and students in the subsequent years being more independent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and can take mainstream class on their own.

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)

Ensure an inclusive and least restrictive environment for identified Special Ed students who can benefit from being provided access to core courses in the general education setting. Doing so helps the district achieve the federal requirement of proportionality of special ed students included into general ed environments.

Strategy/Activity

The Special Ed students to be served (‘included’ students) are those who:
 * are mild/moderate and
 * have a subject specific goal in their IEPs that matches the content of the co-taught course and
 * would otherwise be enrolled in a self-contained, specialized academic instruction (SAI) course taught solely by an Ed Specialist teacher to obtain subject specific minutes and
 * for whom a co-taught course would be the most appropriate least restrictive environment for the student.

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)
150,000	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

The "Empowering for Excellence and Equity PLC" is designed to support and strengthen inclusive equitable learning practices while promoting academic achievement and excellence for all students.

The "Empowering for Excellence and Equity PLC" will consist of a cohort of educators that meet after school for four different modules (Equity and Engagement Matters; Instructional Equity for Excellence part 1; Instructional Equity for Excellence part 2; and Pay It Forward). The following year, we will run this series in a slightly modified version for teachers on 2B.

Strategy/Activity

Underrepresented students to reach true potential in heterogeneous classrooms.

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)

15,000

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Course teams will use PD/in-service days for reflective collaborative work towards identifying and monitoring or critical learns, and suggesting and examining practices to strengthen those students work in their classes.

Strategy/Activity

Students struggling academically in classes.

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: 2018-19

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

ANALYSIS

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

Given that the WASC process was recently completed, the identified strategies will be implemented in the 2019/20 school year for review in the Spring of 2020.

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

Not applicable. For review in Spring 2020.

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.

Not applicable. For review in Spring 2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

Goal 2

From WASC Action Plan Goal: Culture and Communication, we will increase student positive and healthy decisions.

Identified Need

Student culture is an important value at Mountain View High School. Our vision statement reflects this in stating the “We value the intellectual, emotional, and physical well-being of our community” and, “participate ethically at MVHS and in our greater democratic society”. To this end, supporting our students in making ethical and healthy intellectual, emotional, and physical decisions is the basis for this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in incidents of conflict/fighting	There were 66 disciplinary incidents involving fighting and harassment/bullying and drug/alcohol possession/use.	The number of disciplinary incidents involving fighting, harassment/bullying and drug/alcohol possession/use will decrease by 10%, with fewer offenses being committed by 9th graders and males.
Attendance	The cumulative monthly attendance rate for 2017-2018 was 97.4% (9th), 96.3%(11th)	The cumulative monthly attendance rate will be 98% (9th), 97%(11th)
Increase our data of school culture and connectedness in our CAHKS	Average percentage of students self-reporting a score of “High” for academic motivation in 2017- 2018 was 19.75% and declined each grade level from 27% (9th grade) to 12% (12th grade).	Average percentage of students self-reporting a score of “High” for academic motivation will increase to 35% and the gap between 9th and 12th grade motivation levels will be decreased

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

Improve the amount of absences and tardies by implement phone calls, after school detention, late to practice, etc as means for working with students and families to communicate the importance of being 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)

Students in the middle, students with anxiety

Strategy/Activity

Survey to students to identify factors contributing to a decrease in academic motivation, engagement or connectedness

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

Strategy/Activity

Implement AVID program-type strategies schoolwide in order to develop a culture of learning and success. Provide training opportunities for 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)

5,000

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Given that the WASC process was recently completed, the identified strategies will be implemented in the 2019/20 school year for review in the Spring of 2020.

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

Not applicable. For review in Spring 2020.

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.

Not applicable. For review in Spring 2020.

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	\$20,000
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	\$170,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$20,000.00

Subtotal of additional federal funds included for this school: \$20,000.00

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

State or Local Programs	Allocation (\$)
General Fund	\$150,000.00

Subtotal of state or local funds included for this school: \$150,000.00

Total of federal, state, and/or local funds for this school: \$170,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Sarah Block	Classroom Teacher
Lyuda Shemyakina	Classroom Teacher
Noemi Herrera	Other School Staff
Carmen Gomez	Other School Staff
Daniel Gonzalez	Secondary Student
David Grissom	Principal
Jackson Harnett	Secondary Student
Richard Huang	Secondary Student
Anita Rao	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.