

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain View High School	43696094334728	March 11, 2020	March 30, 2020

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

This annual SPSA update was written by the School Site Council which is comprised of the principal, an assistant principal, four parents, four teachers, one classified staff member, and five students. The School Site Council will approve the SPSA before it is presented to the School Board.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.05%	0.05%	2	1	1
African American	1.9%	1.42%	1.6%	36	28	33
Asian	21.7%	22.19%	21.73%	414	437	448
Filipino	3.2%	3.30%	2.62%	62	65	54
Hispanic/Latino	22.2%	22.45%	23.23%	424	442	479
Pacific Islander	0.6%	0.56%	0.29%	12	11	6
White	43.6%	41.75%	39.82%	834	822	821
Multiple/No Response	0.1%	%	0.68%	2		14
Total Enrollment				1,912	1969	2,062

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 8		1	
Grade 9	505	513	582
Grade 10	484	497	505
Grade 11	468	481	488
Grade 12	441	460	487
Total Enrollment	1,912	1,969	2,062

Conclusions based on this data:

1. The total enrollment of students in 18-19 increased by 77 students over the previous two year. The biggest increase was from 17-18 to 18-19 when the enrollment increased by 69 students.
2. Over the three year period, the percentage of Hispanic/Latino increased by 1.03%. The percentage of White decreased by 3.78%.
3. The majority of the other subgroup's percentages stayed within one percentage point over the three year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	162	164	172	8.5%	8.3%	8.3%
Fluent English Proficient (FEP)	505	551	626	26.4%	28.0%	30.4%
Reclassified Fluent English Proficient	40	26	13	21.3%	16.0%	7.9%

Conclusions based on this data:

1. Over the three year period the percentage of English Learners (EL) students decreased slightly. However, the number of newcomer students increased, which is not reflected in this data.
2. Over the three year period there was a 4% increase in the number of Fluent English Proficient (FEP) students enrolled at MVHS.
3. The number of reclassified students fluctuates each year depending on how many students meet the criteria and when the testing occurs. The large decrease in Reclassified Fluent English Proficient (RFEP) students from 17-18 to 18-19 was due to a change in the date when the ELPAC was administered. In 17-18 students took the ELPAC in the Spring. In 18-19 students took the ELPAC in the Fall. This meant that there wasn't a full year of academic instruction between the administration of the exams from 17-18 to 18-19.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	456	457	488	397	408	428	397	408	430	87.1	89.3	87.7
All Grades	456	457	488	397	408	428	397	408	430	87.1	89.3	87.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2683.	2674.	2685.	59.45	56.37	61.45	25.69	23.04	21.50	7.05	10.29	8.64	7.81	10.29	8.41
All Grades	N/A	N/A	N/A	59.45	56.37	61.45	25.69	23.04	21.50	7.05	10.29	8.64	7.81	10.29	8.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	64.48	61.43	63.38	24.43	28.01	26.76	11.08	10.57	9.86
All Grades	64.48	61.43	63.38	24.43	28.01	26.76	11.08	10.57	9.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	64.99	62.81	68.16	27.71	26.60	22.64	7.30	10.59	9.20
All Grades	64.99	62.81	68.16	27.71	26.60	22.64	7.30	10.59	9.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.43	48.40	51.76	35.77	44.23	42.62	6.80	7.37	5.62
All Grades	57.43	48.40	51.76	35.77	44.23	42.62	6.80	7.37	5.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.47	59.21	61.65	30.23	30.47	29.41	7.30	10.32	8.94
All Grades	62.47	59.21	61.65	30.23	30.47	29.41	7.30	10.32	8.94

Conclusions based on this data:

1. Over the three year period the participation rate increased by 0.60%.
2. Over the three year period, the Overall Achievement data showed that the percentage of students who exceeded standard increased by 2.00%. The percentage of students who met standard decreased by 4.19%. The percentage of students who nearly met standards increased by 1.59%. The percentage of students who did not meet standards increased by 0.60%.
3. Over the three year period the percentage of students Above Standard and At or Near Standard increased for the Reading Section (+ 1.23%) and the Listening Section (+ 1.18%) and decreased for the Writing Section (- 1.90%) and the Research/Inquiry Section (-1.64%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	456	457	488	400	410	423	400	410	425	87.7	89.7	86.7
All Grades	456	457	488	400	410	423	400	410	425	87.7	89.7	86.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2675.	2680.	2698.	41.50	46.59	51.30	27.00	24.88	20.09	14.25	10.00	13.95	17.25	18.54	14.66
All Grades	N/A	N/A	N/A	41.50	46.59	51.30	27.00	24.88	20.09	14.25	10.00	13.95	17.25	18.54	14.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	55.00	61.12	62.00	23.00	17.36	20.19	22.00	21.52	17.81
All Grades	55.00	61.12	62.00	23.00	17.36	20.19	22.00	21.52	17.81

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.50	48.17	54.52	38.75	34.72	30.95	17.75	17.11	14.52
All Grades	43.50	48.17	54.52	38.75	34.72	30.95	17.75	17.11	14.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.25	52.44	56.16	42.00	36.83	33.65	10.75	10.73	10.19
All Grades	47.25	52.44	56.16	42.00	36.83	33.65	10.75	10.73	10.19

Conclusions based on this data:

- Over the three year period the participation rate decreased by 1.00%.
- Over the three year period the Overall Achievement data showed that the percentage of students who exceeded standard increased by 9.80%. The percentage of students who met standard decreased by 6.91%. The percentage

of students who nearly met standard decreased by 0.30%. The percentage of students who did not meet standard decreased by 2.59%.

3. Over the three year period the percentage of students Above Standard and At or Near Standard increased for the Concepts & Procedures Section (+ 4.19%), the Problem Solving & Modeling/Data Analysis section (3.22%), and the Communicating Reasoning Section (+ 0.56%). The percentage of students at Above Standard and At or Near Standard did not decrease in any of the math sections.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1527.7	1498.3	1522.7	1493.5	1532.3	1502.5	41	42
Grade 10	1516.8	1525.7	1512.0	1523.7	1521.1	1527.3	42	35
Grade 11	1522.2	1494.9	1508.6	1466.7	1535.2	1522.5	41	36
Grade 12	1526.1	1545.8	1510.3	1531.5	1541.2	1559.4	29	39
All Grades							153	152

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.15	9.52	*	21.43	*	16.67	34.15	52.38	41	42
10	38.10	20.00	*	31.43	*	11.43	38.10	37.14	42	35
11	34.15	11.11	*	11.11	*	33.33	31.71	44.44	41	36
12	*	15.38	*	17.95	*	41.03	*	25.64	29	39
All Grades	33.33	13.82	15.69	20.39	16.99	25.66	33.99	40.13	153	152

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	39.02	21.43	*	11.90	*	26.19	29.27	40.48	41	42
10	45.24	31.43	*	28.57	*	2.86	38.10	37.14	42	35
11	46.34	8.33	*	27.78	*	19.44	31.71	44.44	41	36
12	37.93	17.95	*	46.15	*	12.82	*	23.08	29	39
All Grades	42.48	19.74	19.61	28.29	*	15.79	31.37	36.18	153	152

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	21.43	*	16.67	41.46	61.90	41	42
10	*	11.43	*	28.57	*	17.14	47.62	42.86	42	35
11	*	8.33	*	5.56	*	36.11	46.34	50.00	41	36
12	*	7.69	*	23.08	*	35.90	37.93	33.33	29	39
All Grades	18.30	6.58	20.92	19.74	16.99	26.32	43.79	47.37	153	152

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	39.02	9.52	29.27	42.86	31.71	47.62	41	42	
10	35.71	8.57	*	57.14	45.24	34.29	42	35	
11	29.27	0.00	34.15	41.67	36.59	58.33	41	36	
12	*	2.56	41.38	43.59	*	53.85	29	39	
All Grades	32.68	5.26	30.07	46.05	37.25	48.68	153	152	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	56.10	40.48	*	23.81	26.83	35.71	41	42	
10	52.38	57.14	*	8.57	33.33	34.29	42	35	
11	60.98	41.67	*	19.44	*	38.89	41	36	
12	62.07	69.23	*	23.08	*	7.69	29	39	
All Grades	57.52	51.97	15.03	19.08	27.45	28.95	153	152	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	26.83	33.33	51.22	66.67	41	42	
10	*	11.43	*	42.86	57.14	45.71	42	35	
11	*	8.33	26.83	38.89	58.54	52.78	41	36	
12	*	12.82	41.38	43.59	48.28	43.59	29	39	
All Grades	17.65	7.89	28.10	39.47	54.25	52.63	153	152	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.76	53.66	45.24	*	50.00	41	42
10	40.48	8.57	*	51.43	38.10	40.00	42	35
11	*	8.33	58.54	38.89	*	52.78	41	36
12	*	15.38	58.62	64.10	*	20.51	29	39
All Grades	26.80	9.21	47.06	50.00	26.14	40.79	153	152

Conclusions based on this data:

1. Over the two year time period the Overall ELPAC scores decreased by a mean scale score of 28.1. The Oral Language Mean Scale Score decreased by 38.2 and the Written Language Mean Scale Score decreased by 18.1.
2. The percentage of students at Level 4 decreased by 19.51%. The percentage of students at Level 3 increased by 4.70%. The percentage of students at Level 2 increased by 8.67%. The percentage of students at Level 1 increased 6.14%.
3. The Speaking Domain had the highest percentage of students at the Well Developed level. The Reading Domain has the lowest percentage of students at the Well Developed level . Over the two year period the percentage of students who scored in the Well Developed level was significantly higher for all domains in the 17-18 school year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2062	17.2	8.3	0.1

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	172	8.3
Foster Youth	3	0.1
Homeless	4	0.2
Socioeconomically Disadvantaged	355	17.2
Students with Disabilities	219	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	1.6
American Indian	1	0.0
Asian	448	21.7
Filipino	54	2.6
Hispanic	479	23.2
Two or More Races	206	10.0
Pacific Islander	6	0.3
White	821	39.8






Conclusions based on this data:

- Socioeconomically Disadvantaged students are the largest student group comprising 17.2% of our student body. The remaining student groups in decreasing order are Students with Disabilities (10.6%), English Learners (8.3%), Homeless (0.2%), and Foster Youth (0.1%).
- White students are the largest enrollment group by Race/Ethnicity comprising 39.8% of our student body. The remaining student groups in decreasing order are Hispanic (23.2%), Asian (21.7%), Two or More Races (10.0%), Filipino (2.6%), African American (1.6%), Pacific Islander (0.3%), and American Indian (0.0%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Blue		
College/Career  Blue		

Conclusions based on this data:

1. Overall, our students are meeting targets in English Language Arts, Mathematics, and College/Career.
2. While the graduation rate at MVHS is higher than the state average, the Dashboard for graduation rate is yellow due to a decrease in the percentage of students who graduated compared to the previous year.
3. The suspension rate is green due to a decrease in the number of suspensions.

School and Student Performance Data

Academic Performance English Language Arts





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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 99.8 points above standard Increased ++9.5 points 432	<p>English Learners</p>  Orange 73.2 points below standard Increased ++12.2 points 42	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Orange 13.5 points below standard Maintained ++0.1 points 81	<p>Students with Disabilities</p>  Red 56 points below standard Declined Significantly -24.4 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color	 Blue 138.7 points above standard Maintained ++0.9 points 90	 No Performance Color 82.6 points above standard Increased Significantly ++17.4 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 points below standard Increased ++9.3 points 98	 No Performance Color 139.4 points above standard Increased ++14.5 points 60	 No Performance Color	 Blue 136 points above standard Increased Significantly ++18.3 points 160

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
166.2 points below standard Declined Significantly -33.4 points 19	4.3 points above standard Increased Significantly ++34.7 points 23	123 points above standard Increased ++7.6 points 274

Conclusions based on this data:

1. Our dashboard for All Students for English Language Arts was blue due to being almost 100 points above standard and improving our score from the previous year. Our English Language Learner group improved from the previous year (+12.2 points) but were below standard by 73.2 points. Our Socioeconomically Disadvantaged group maintained their score from the previous year, but the score was 13.5 points below standard. Our dashboard for Students with Disabilities was in the red due to a decrease in students scores from the previous year (-24.4) and being below standard by 56.0 points.
2. When looking at the student scores for English Language Arts Performance by Race/Ethnicity, all groups increased their scores. The Asian and White groups were blue on the dashboard due to improvement in score and being well above the standard score. The Hispanic group was yellow since they improved their score, but not enough to meet the standard.
3. Our Reclassified English Learners did well on the exam scoring above standard and increasing their score significantly over the previous year. The Reclassified English Learners however, scored almost 120 points lower than the English Only students. Our Current English Learners scores dropped significantly from last year and their score was 166.2 points below standard.

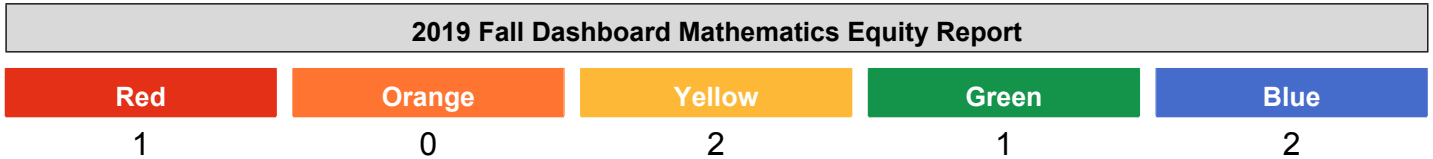
School and Student Performance Data

Academic Performance Mathematics





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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 68.8 points above standard Increased Significantly ++15.3 points 425	<p>English Learners</p>  Yellow 80.2 points below standard Increased ++12.8 points 39	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 50.1 points below standard Maintained -0.6 points 78	<p>Students with Disabilities</p>  Red 116.8 points below standard Declined Significantly -27.7 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Blue 138.8 points above standard Increased ++13.8 points 87	 No Performance Color 30.1 points above standard Increased ++14.1 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 59.2 points below standard Increased ++7.9 points 94	 No Performance Color 110 points above standard Increased ++14.8 points 60		 Blue 98.2 points above standard Increased Significantly ++26.5 points 161

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
188.8 points below standard Declined Significantly -46.2 points 17	6.1 points above standard Increased Significantly ++41.1 points 22	85.3 points above standard Increased ++12.4 points 271

Conclusions based on this data:

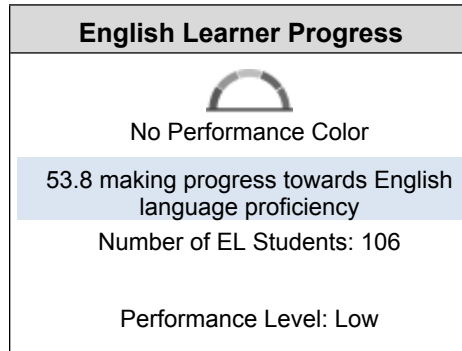
1. Our dashboard for All Students for Mathematics was blue due to being almost 70 points above the standard and improving our score from the previous year. Our English Language Learner group improved from the previous year (+12.8 points) but was below standard by 80.2 points. Our Socioeconomically Disadvantaged group maintained their score from the previous year, which was 50.1 points below standard. Our Students with Disabilities were in the red due to a decrease in student scores from the previous year (-27.7 points) and being below standard by 116.8 points.
2. When looking at the scores for students for Mathematics by Race/Ethnicity, all groups improved their scores when compared to the previous year. The Asian and White groups were blue due to improvement in scores and being well above the standard score. The Hispanic group was green due to an improved score, but the score was still 59.2 points below standard.
3. The Current English Learner group is a concern since their scores declined significantly (-46.2 points) and they were 188.8 points below standard. Our Reclassified English Learners increased their score significantly (+41.1 points) but they were slightly below standard and they scored 79.2 points lower than their English Only peers.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	36	6	51

Conclusions based on this data:

1. Of our 106 EL students, 51 (48.1%) increased their ELPI Level, 42 (39.6%) maintained their ELPI Level, and 13 (12.2%) decreased their ELPI Level.

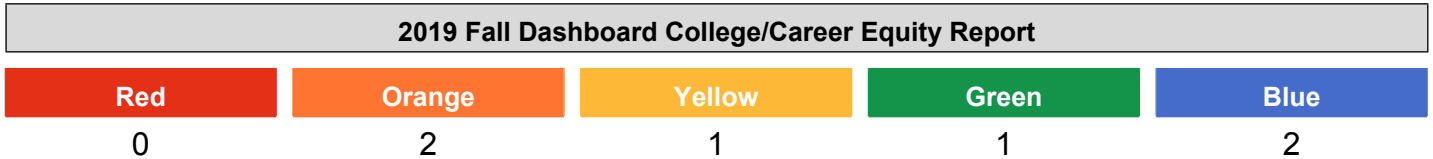
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 72.5 Maintained +0.6 462	<p>English Learners</p>  Orange 23.8 Maintained -0.7 63	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 25 16	<p>Socioeconomically Disadvantaged</p>  Green 42.7 Increased +4.1 124	<p>Students with Disabilities</p>  Yellow 25 Increased +4.1 60

2019 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 6	 No Performance Color 0 Students	 Blue 89.3 Increased +7.8 112	 No Performance Color 50 Increased +2.9 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.7 Declined -2.4 106	 No Performance Color 83.3 Increased Significantly +12.7 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 82.5 Maintained -0.5 194

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	72 Prepared	72.5 Prepared
Approaching Prepared	10 Approaching Prepared	7.8 Approaching Prepared
Not Prepared	18 Not Prepared	19.7 Not Prepared

Conclusions based on this data:

- The percentage of All Students prepared for College/Career has remained fairly constant (72% up to 72.5%) over the two year period.
- The percentage of EL Students prepared for College/Career stayed constant, but was significantly lower (48.7 points) than the All Students group. Both the Socioeconomically Disadvantaged group and the Students with Disabilities group increased their percentage of prepared students by 4.1%. However, both groups had significantly lower percentages of students that were prepared for College/Career than the All Students group.
- The Asian and White Race/Ethnicity groups had a significantly higher percentage of students who were prepared for College/Career. When compared to the previous year, the Asian group increased their percentage and the White group maintained their percentage. The Hispanic group had a significantly lower percentage of students who were prepared for College/Career and their number declined by 2.4.

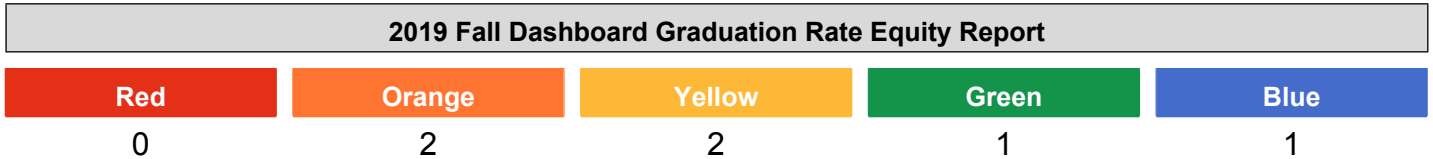
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Yellow 92.1 Declined -2.5 467	<p>English Learners</p>  Orange 75 Declined -1.9 68	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 82.4 17	<p>Socioeconomically Disadvantaged</p>  Orange 85.3 Declined -1.3 129	<p>Students with Disabilities</p>  Yellow 78.7 Increased +2 61

2019 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 6		 Blue 96.4 Maintained -0.8 112	 No Performance Color 91.7 Declined -8.3 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 85.6 Increased +1.9 111	 No Performance Color 100 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 92.8 Declined -4.4 194

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.6	92.1

Conclusions based on this data:

- The Graduation Rate for the All Students group declined by 2.5%. This decline was caused, in part, by an increased number of newcomer students who were granted a 5th year at MVHS. The Graduation Rate for both the English Learner and Socioeconomically Disadvantaged groups declined over the previous year. The graduation rate increased for the Students with Disabilities group. The Graduation Rates for these three groups was lower than the All Students group.

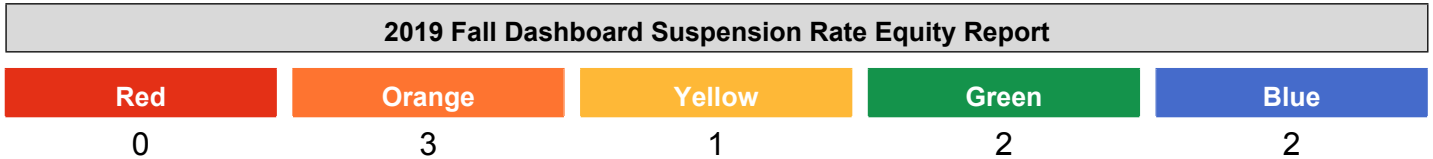
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.1</p> <p>Declined -0.5</p> <p>2146</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.2</p> <p>Maintained +0.1</p> <p>215</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>5.6</p> <p>Increased +0.6</p> <p>425</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>7.6</p> <p>Increased +2.6</p> <p>249</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3 Declined -2 36	 No Performance Color Less than 11 Students - Data 1	 Green 1.1 Maintained 0 459	 Blue 0 Declined -1.5 57
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.5 Increased +1 527	 Blue 0.9 Declined Significantly -2.1 222	 No Performance Color Less than 11 Students - Data 7	 Green 0.6 Declined -1.2 837

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2.1

Conclusions based on this data:

1. The suspension rate for the All Students group (2.1%) declined by .5% when compared to the previous year.
2. The suspension rate for English Learners stayed the same, but the rate increased for the Socioeconomically Disadvantaged (.6%) and Students with Disabilities (2.6%). All three of these groups had a higher suspension rate than the All Students group.
3. The suspension rate for Asians maintained from the previous year and remained below the All Students (2.1%). The suspension rates for African Americans, Filipinos, Hispanics, Two or More Races, and White all decreased. However, the suspension rates for African Americans (8.3%) and for Hispanics (5.5%) were significantly higher than the All Students 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.

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 #4: 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 2021, 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, our goal is to establish systems and processes that support all students so they reach their true potential.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Equity PLC Group	<p>MVHS Staff Members were given an opportunity to participate in the Equity PLC group and currently 27 teachers are involved. Two of the goals of this group are:</p> <ol style="list-style-type: none"> 1) learn strategies for creating and maintaining equitable learning environments . 2) have teachers gauge their progress in creating an equitable learning environment by using a self-assessment tool. <p>The Equity PLC group is still in relatively new but they are committed to equity and reaching the needs of ALL students.</p>	<p>In the future, the Equity PLC Group will present teachers with strategies for creating and maintaining equitable learning environments. The teachers will later be given a self-assessment tool to gauge their progress towards creating and maintaining an equitable learning environment. The expected outcome for the self-assessment is that 85% of the teachers will report that they have implemented one or more strategies from Equity PLC Group and that their classroom environment is becoming a more equitable learning environment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey 2019-2020	<p>The average reporting score on the five questions that measured students' positive school connectedness was 68% of 9th graders and 64% of 11th graders "Strongly Agree" or "Agree" with the questions.</p> <p>The average reporting score on the three questions that measured students' view that the adults on campus hold them to high expectations was 77% of 9th graders and 82% of 11 graders said this was "Very Much True" or "Pretty Much True".</p> <p>The average reporting score on the 5 questions that measured students' meaningful participation at school was 31% of 9th graders and 37% of 11th graders "Strongly agree" or "Agree" with the questions.</p>	<p>School connectedness average reporting score of 75% of 9th graders and 75% of 11th graders will "Strongly Agree" or "Agree" with the questions.</p> <p>High expectations average reporting score of 85% of 9th graders and 85% of 11th graders will report "Very Much True" or "Pretty Much True".</p> <p>Meaning participation average reporting score of 75% of 9th graders and 75% of 11th graders will "Strongly agree" or "Agree" with the questions.</p>
Co-taught classes	2 sections of co-taught classes (Algebra I and Survey Comp Lit) for the 2019-2020 school year.	4 sections of co-taught classes which would allow Special Education students to access the same curriculum as their mainstream peers and to become more independent so they can successfully take an increased number of mainstream class on their own. Additional co-taught classes will be added in Science and Social Science.

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)

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.

Strategy/Activity

Identified Special Education students who can benefit from being provided access to core courses in the general education setting will be enrolled in co-taught classes to ensure an inclusive and least restrictive environment. Doing so helps the district achieve the federal requirement of proportionality of Special Education students included into general education environments.

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)

150,000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Underrepresented students in heterogeneous classrooms will be taught in a more equitable learning environment so they can reach their true potential.

Strategy/Activity

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

The Equity PLC will consist of a cohort of educators that meet to discuss Essential Questions/Topics which will help the teachers improve learning for all of their students.

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)

Students struggling academically in classes.

Strategy/Activity

Course teams will use PD/In-Service days for reflective collaborative work towards identifying and monitoring our critical learners, and suggesting and examining practices to strengthen those students' work in their 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.

The two co-taught classes are providing the academic support the Special Education students need to be successful in a mainstream class. The Equity PLC group is working to help our entire staff examine and then improve their classroom strategies so that all students will be held to high academic standards and will feel that they are important and respected members of their class. Two Professional Development Days were spent examining how Data Zone can help teachers examine the demographics of each of their classes and then monitor the progress of their critical learners.

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

None were noted.

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.

We hope to increase the number and subject areas of co-taught classes so more Special Education students will have access to the mainstream curriculum. We will also continue our work with teachers on creating an equitable learning environment for all students by analyzing the data from the teacher self-assessments and then creating additional professional development opportunities as needed. In the near future Data Zone will synchronize with Aeries so teachers will be able to easily monitor their critical learners' success attaining the curricular learning objectives.

These are not changes to our current goal #1, but they are how we plan to continue to improve learning for all students in the future.

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 students' positive and healthy decisions.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of incidents that involve fighting, weapon possession, and illicit drugs and/or paraphernalia	<p>According to data from Data Quest, during the 2018-19 school year there were:</p> <ul style="list-style-type: none"> • 18 incidents that involved fighting. This number has decreased over the past three years. • 4 incidents that involved weapon possession. This number fluctuates year to year with a 5 year average of 2.8 incidents per year. • 29 incidents that involved illicit drugs and/or paraphernalia. This is a slight decrease from the previous year. 	<p>The number of incidents that involve students participating in physically harmful activities (fighting, weapon possession, and illicit drugs and/or paraphernalia) will decrease by 20%.</p>
Attendance	<p>According to data from Data Quest, during the 2018-19 school year the Chronic Absenteeism Rate (students who missed more than 10% of</p>	<p>The Chronic Absenteeism Rate (students who missed more than 10% of school) will continue to decrease to a level of 7.5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school) was 8.1%. Over the previous two years the Chronic Absenteeism rate was 8.9 and 8.6.	
Data from the California Healthy Kids Survey for Academic Motivation, Perceived Safety at School, and Alcohol and Drug Use at School	<p>The average reporting score on the four questions that measured students' academic motivation was 76% of 9th graders and 64% of 11th graders "Strongly Agree" or "Agree" with statements that they try hard at school.</p> <p>The average reporting score on the question "How safe do you feel at school?" was 72% of 9th graders and 78% of 11th graders said that they felt "Very Safe" or "Safe".</p> <p>The average reporting score on the three questions about alcohol and drug use on school property was that 9% of 9th graders and 23% of 11th graders had used alcohol or drugs on campus during the last 30 days.</p>	<p>The percent of students that try at school (Academic Motivation) will increase to 80% for both grade levels.</p> <p>The percent of students who report feeling safe at school with increase to 80% for both grade levels.</p> <p>The percent of students who use alcohol or drugs on campus will decrease to less than 5% for 9th graders and to less than 15% for 11th graders.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Decrease the number of absences and tardies by implementing lunch detention and by continuing to use Saturday School as a deterrent. Increase the number of contacts with the families of our truant students 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)

All students

Strategy/Activity

Use data from the California Healthy Kids survey to identify factors that contribute to a decrease in academic motivation, engagement, or school 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 school-wide in order to develop a culture of learning and success.
Provide AVID training opportunities for all 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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand our Mental Health Services and Programs.

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.

Over the past few years there has been a decrease in total suspensions and in chronic absenteeism. These results show that more students are making healthy decisions that have positively impacted their intellectual, emotional, and physical well-being. We plan to continue working with our students to develop programs, support systems, and activities that increase their connection to school.

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

None.

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.

We plan to continue working with our students to develop programs, support systems, and activities that increase their connection to school.

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
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Sarah Block	Classroom Teacher
Heather Wygant	Classroom Teacher
Nancy Rafati	Other School Staff
Lynne Ewald	Other School Staff
William Herrera Menjivar	Secondary Student
David Grissom	Principal
Jackson Harnett	
Jackson Harnett	Secondary Student
David Greene	Parent or Community Member
Ada Gomez	Parent or Community Member
Sheira Ariel	Parent or Community Member
Alan Wessel	Parent or Community Member
Marcia Babiak	Classroom Teacher
Jennifer Lewis	Classroom Teacher
Andrea Mateo	Secondary Student
Sbeyde Herrera Gonzalez	Secondary Student
Wendy Alas Chilin	Secondary Student

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

Other: MVHS Administrative Team

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 March 11, 2020.

Attested:



Principal, David Grissom on 3/11/2020

SSC Chairperson, Lynne Ewald on 3/11/2020