

SPSA Year 2017–18 2018–19 2019–20

School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Mountain View Middle School		
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THE STORY: Briefly describe the students and community and how the school serves them

Mountain View Middle School's Vision and Mission Statements:

Mountain View Middle School, in cooperation with parents and the community, provides a safe and caring learning environment which will challenge and encourage the intellectual, physical, emotional and social capabilities of each student.

Mountain View Middle School's Instructional Focus Statement:

Using supporting evidence in a collaborative setting, students will be able to build upon, clarify, and question the reasoning of others.

School Profile:

Mountain View Middle School is one of two middle schools in the Beaumont Unified School District. The current facility consists of twenty acres and opened in August of 2002. Mountain View is currently composed of 1004 students in grades six through eight. There are 41 full time certificated teachers. This number includes five special education teachers. Mountain View has three full time counselors and three administrators. There are 17 classified staff that work from 3 to 8 hours per day. Mountain View has a growing AVID (Advancement Via Individual Determination) program that works to prepare students for college and career pathways. In addition to a number of AVID elective class offerings, we are

working to expand the program with AVID strategies being used in all classrooms throughout the school. In an effort to meet the individualized needs of all students, Encore began during the 2014-2015 school year. Encore provides intervention, acceleration, and enrichment opportunities within the confines of the school day. It encourages flexibility, data analysis, and collaboration between teachers with a focus on meeting the needs of all students whether they be academic or social / emotional. Mountain View was recognized by the Riverside County Office of Education as a 2016 Model of Excellence award recipient for our Encore program.

School Demographics:

Race & Ethnicity Groups: 50% Hispanic, 31% White, 7% African American, 6% Asian, 4% two or more races, 2% other
Socio-economically Disadvantaged Students: 54%

Special Education Students: 12%

English Learners: 6%

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

The MVMS School Plan for Student Achievement for 2018-2019 will focus on the following areas:

LCAP GOAL 1: Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

MVMS GOAL 1: Mountain View Middle School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community while teaching the skills to be successful in college and career pathways.

1. Professional development for staff on how to improve school culture and climate.
2. Student Activities - examples: athletics, band, clubs, field-trips, athletic events, clubs, academic competitions, SeaPerch, etc
3. Incorporation of character development and student leadership curriculum

LCAP GOAL 2: Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

MVMS GOAL 2: Mountain View Middle School will implement the California State Standards by participating in the design and review of Units of Study for all core content areas in an effort to increase: student achievement on all standardized test including CAASPP, the number of students who are college and career ready, and the reclassification rate for English learners. Dynamic learning opportunities will be used to increase student engagement and support the individual needs of all students.

1. Professional development for staff on best practices for instruction and the utilization of data to inform instructional decisions. MVMS has a growing school-wide AVID focus so we will send teachers to the AVID Site-Team Conference and AVID Summer Institute in 2018-2019.
2. Extra support (tutoring, intervention classes, etc) will be provided for students who demonstrate the need through CAASPP, i-Ready and/or grades.

LCAP GOAL 3: Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

MVMS GOAL 3: Mountain View Middle School will create a safe, welcoming, supportive and engaging teaching, learning and working environment for all stakeholders; students, parents, staff and the Beaumont community at-large. MVMS will provide dynamic learning opportunities for all stakeholders, collaborate with the district to maintain and improve facilities, implement an instructional program to support 21st century learning skills, and work to address the social-emotional needs of our students.

1. MVMS will work with Human Resources to hire and retain the most highly qualified staff for every position from teachers, clerical, custodial, instructional assistants, etc.
2. Campus wide facility and aesthetic improvements will promote an optimum learning and working environment by instilling a sense of pride in students and staff.

NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

CA Dashboard Data:
 *Suspension Rate - Green
 Status - Medium 7.1%
 Declined -1.2%
 *EL Progress - Green
 Status - Very High 90.9%
 Declined -9.1%

The implementation of AVID strategies in all classrooms and the number of elective sections offered annually continues to grow. MVMS was recognized as an AVID Highly Certified Site for the 2017-2018 school year as well as being encouraged to be a Site of Distinction. Although all of the criteria was not met this year, the Highly Certified status and movement towards recognition as a Site of Distinction shows significant progress toward a school wide AVID approach.

The utilization of our early release collaboration time has been assisted with an increased focus on Professional Learning Communities (PLC's) and the utilization of data to inform instructional decisions and identify students who need intervention in ELA and Math. I-Ready as a diagnostic tool has assisted with this process providing actionable data on the specific needs of students. This information was used to provide intervention during Encore utilizing the i-Ready platform. This process will continue to evolve as the utilization of common formative assessments increases in all core content areas allowing teacher leaders to utilize the training they received to start the 17-18 school year. 8th grade Social Studies has begun using very specific data derived from common formative assessments based on clearly defined and agreed upon learning targets to support students who have not yet reached a proficient level of understanding of the identified standards. They have given school wide presentations about the use of data and will continue to be a model for other content areas moving forward.

Student leadership opportunities have increased significantly through the integration of our Associated Student Body (ASB) as an elective offering and introduction of Where Everybody Belongs (WEB) as a student mentor program with two Encore sections dedicated to helping 8th grade students mentor MVMS 6th graders through their first year of middle school.

School wide suspension data improved from the previous 16-17 and will hopefully continue to do so with the introduction of Alternative to Suspension (ATS) and a growing understanding of restorative practices as a means to address and support student behavior.

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the CA Dashboard the greatest needs at MVMS are:

1) ELA
 * All Students - Orange
 Low - 15.7 points below level 3
 Declined -4.9 points
 * Students w/ Disabilities - Red
 Very Low - 85.3 points below level 3
 Declined -4.7 points

2) Math
 * All Students - Orange
 Low - 49.8 points below level 3

GREATEST NEEDS

Maintained -1 points
 * Students w/ Disabilities - Red
 Very Low - 120.5 points below 3
 Declined -5.4 points
 * African American - Red
 Very Low - 97.3 points below level 3
 Declined Significantly -22.6 points

3) Creating a positive and engaging school culture in alignment with BUSD Board Goal #1 is of critical importance. Students who feel connected at school are more likely to succeed.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the CA Dashboard the identified performance gaps are as follows:

All Student Suspension Rate - Green
 *EL - Red
 Status - High 10.5%
 Increased Significantly +4.1%
 *African American - Orange
 Status - High 8.8%
 Maintained -.1%
 *White - Orange
 Status - Medium 7.3%
 Increased +.8%

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

MVMS will increase and/or improve services to low-income, English learners and foster youth students by:

- *Increasing intervention opportunities during and outside of the school day.
- *Increasing student engagement opportunities during and outside of the school day.
- *Utilizing intervention / instructional support teacher(s) to provide additional academic support to students through small group instruction and providing professional development on high impact instructional strategies for teachers to meet the needs of struggling learners in their classrooms.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Mountain View Middle School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community while teaching the skills to be successful in college and career pathways.

 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

This will be assessed through:

- Annual stakeholder engagement surveys about school climate
- California Healthy Kids Survey - 7th graders
- Gallup Student Poll
- Number of students involved in extra / co-curricular activities
- Suspension and expulsion data (CA Dashboard)
- Attendance rates

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Provide students with extended learning opportunities such as after school co-curricular clubs and activities, field trips, leadership training, assemblies, academic competitions, VAPA, and athletics

ACTUAL
Provided students with extended learning opportunities such as after school co-curricular clubs and activities, field trips, leadership training, assemblies, academic competitions, Visual and Performing Arts (VAPA), and athletics

Expenditures

BUDGETED
Expenses may also include stipends, substitute costs, transportation, extra duty, and registration fees 3010 Title I \$5684

0707 LCFF S/C \$17000

ESTIMATED ACTUAL
Expenses included stipends, substitute costs, transportation, extra duty, and registration fees

Budget exceeded anticipated expenditures due to transportation and substitute costs
3010 Title I \$4000
0707 LCFF S/C \$23000

Action **2**

Actions/Services

PLANNED
Provide professional development opportunities to support and expand high quality teaching, learning and overall student support, promoting college and career readiness and a positive and engaging learning environment; increase knowledge of CSS and NGSS, expand best teaching practices and student support services.

ACTUAL
Provide professional development opportunities to support and expand high quality teaching, learning and overall student support, promoting college and career readiness and a positive and engaging learning environment; increase knowledge of California State Standards (CSS) and Next Generation Science Standards (NGSS), expand best teaching practices and student support services.

Expenditures

BUDGETED
Expenses may include attending conferences, workshops, and other school sites associated with AVID, EL services, student equity, PBIS, WEB. educational leadership, project based learning, curriculum development, etc. - supplemental materials, on site PD/collaboration, and associated extra duty, substitutes, travel expense expenses. 3010 Title I \$11000

ESTIMATED ACTUAL
Expenses included attending conferences, workshops, and other school sites associated with AVID, English Learner (EL) services, student equity, Positive Behavior Intervention and Supports (PBIS), WEB. educational leadership, project based learning, curriculum development, PLC's. - supplemental materials, on site professional development and collaboration, and associated extra duty, substitutes, travel expense expenses.

6 staff members trained on a character program called CharacterStrong. The training will provide curriculum resources that will be used school-wide to teach students to learn the value of kindness, service, and empathy. This is the next iteration of our continued focus on PBIS. There is also a student leadership element of the curriculum which will be integrated in the ASB elective.

<p>0707 LCFF S/C \$11000</p>	<p>Increased Title I expenditures and decreased LCFF S/C to accommodate increased costs associated with extended learning opportunities referenced in Action 1 3010 Title I \$18000 0707 LCFF S/C 5000</p>
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Action 3

Actions/Services

PLANNED
 Improve communication with families and the community in an effort to connect and extend learning for all stakeholders

ACTUAL
 Improve communication with families and the community in an effort to connect and extend learning for all stakeholders

Expenditures

BUDGETED
 Expenses may include Latino Family Literacy Program, community involvement programs, supplementary materials to support clear and consistent communication, parent involvement activities, extra duty for certificated / classified staff to plan and support involvement programs 3010 Title I \$2000
 0707 LCFF S/C \$1000

ESTIMATED ACTUAL
 Expenses included AVID College and Career Fair, Back to School Night, Open House, Coffee and Dessert with the Principal, extra duty for certificated / classified staff to plan and support involvement programs. 3010 Title I \$2000
 0707 LCFF S/C \$1000

Action 4

Actions/Services

PLANNED
 Enhance school safety

ACTUAL
 Enhance school safety

Expenditures

BUDGETED
 Purchase / maintain two-way radios, signage, communication flyers, technology and software, provide additional security/supervision for events and extracurricular activities 0000 LCFF Base \$6000

ESTIMATED ACTUAL
 Maintained two-way radios, signage, communication flyers, technology and software, provide additional security/supervision for events and extracurricular activities
 District contracted with Hour Zero Raptor services
 0000 LCFF Base \$3000

Action 5

Actions/Services

PLANNED
 Provide student recognition opportunities

ACTUAL
 Provided student recognition opportunities

Expenditures

BUDGETED
 Expenses may be related to and/or include recognizing students for academic success, community involvement, outstanding achievement inside and outside of the classroom 0000 LCFF Base \$2000

ESTIMATED ACTUAL
 Expenses included 1st semester awards night, end of year incentive trips for all grade levels, i-Ready growth recognition
 End of year recognition trips exceeded anticipated expenditures related to transportation, substitute teachers and admission/registration fees.
 0000 LCFF Base \$2000
 0707 LCFF S/C \$2500

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Mountain View Middle School has focused on culture and climate of the entire school. We are beginning to see an increase in healthy and positive connections students are making to school through the various opportunities we offer students but still have significant work to do. Parent presence on campus has increased with our additional evening events such as AVID College and Career Fair.

Students were able to attend various field-trips such as:

- * College trips
- * California Science Center
- * Museum of Tolerance
- * Drama productions

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

We are still in the implementation phase of the structures and practices that will improve our school culture and climate. Incredible learning has occurred related to the implementation of our WEB program and the identification of a need for greater character education materials, the benefits and challenges of the number of enrichment activities we participated in, and the benefit of professional learning opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significantly greater cost than expected related to substitute teachers and transportation for student enrichment opportunities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Through the analysis of this goal we plan to continue:

- * We will continue to train staff on culture / climate and equity and how they impact student outcomes as they relate to the culture and climate of MVMS.

- * Implementation of CharacterStrong, character education curriculum, school-wide through elective and leadership classes

- * Encouraging all student to be involved with at least one extra-curricular activity (sports, clubs, dances, etc...). As a metric to account for the number of extra-curricular activities a student is involved with we will look for a good tracking system to accomplish this goal. 5-Star and Hero are systems that we will research that might meet this need.

- * Offering academic field-trips to our students but may need to limit the number of field trips because of a greater focus on student intervention in Goal 2 and the ever increasing cost of transportation and substitute teacher coverage. We believe that exposure to different cultural experiences will increase student engagement and long term success but want to balance these opportunities with a focus on targeted academic support.

- * STEAM opportunities and extra-curricular to our students
- * Increasing the number of co-curricular and extra-curricular opportunities during and outside of the school day through club offerings
- * Improving parent communication and education by restructuring current involvement opportunities and increasing opportunities and methods next year.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

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Goal 2

DISTRICT GOAL:
Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:
Mountain View Middle School will implement the California State Standards by participating in the design and review of Units of Study for all core content areas in an effort to increase: student achievement on all standardized test including CAASPP, the number of students who are college and career ready, and the reclassification rate for English learners. Dynamic learning opportunities will be used to increase student engagement and support the individual needs of all students.

 1 2 3 4 5 6 7 8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

SITE:
Students will be assessed using CAASPP, CAA, CAPA, ELPAC, iReady and curriculum embedded progress monitoring. Students will be actively engaged in their learning and self assessment. Data will be used to inform instructional decisions to ensure students are showing academic growth while teachers are implementing the highest impact instructional strategies.

[ACTIONS / SERVICES](#)

Action **1**

Actions/Services

PLANNED
Provide resources to enhance student learning; use technology and instructional materials in the development of 21st Century skills, with attention on inquiry based learning and school wide literacy.

ACTUAL
Provided resources to enhance student learning; use technology and instructional materials in the development of 21st Century skills, with attention on inquiry based learning and school wide literacy.

Expenditures

BUDGETED
Resources include computers and other electronic devices, software, training, lab equipment, and other instructional materials. 3010 Title I \$10000

ESTIMATED ACTUAL
Resources include computers and other electronic devices, software, training, lab equipment, and other instructional materials. 3010 Title I \$10000

Action **2**

Actions/Services

PLANNED
Provide additional technology to supplement the needs of 21st century learners

ACTUAL
Provided additional technology to supplement the needs of 21st century learners

Expenditures

BUDGETED
Resources include computers and other electronic devices, software, training, and other instructional materials. 3010 Title I \$10000
0707 LCFF S/C \$10000

ESTIMATED ACTUAL
Resources include computers and other electronic devices, software, training, and other instructional materials. 3010 Title I \$10000
0707 LCFF S/C 7000

Action **3**

Actions/Services

PLANNED
Promote College and Career Readiness - AVID School Wide Implementation

ACTUAL
Promote College and Career Readiness - AVID School Wide Implementation

Expenditures

BUDGETED
Materials, training, and events related to school wide implementation of AVID - to include college trips, materials to promote college and career readiness, motivational speakers, training for site personnel, etc. 3010 Title I \$14000
0707 LCFF S/C \$15593

ESTIMATED ACTUAL
Materials, training, and events related to school wide implementation of AVID - to include college trips, materials to promote college and career readiness, motivational speakers, training for site personnel, etc. 3010 Title I \$14000
0707 LCFF S/C \$7000

Action **4**

Actions/Services

PLANNED
Provide supplemental learning materials in the library to support inquiry based learning

ACTUAL
Provided supplemental learning materials in the library to support inquiry based learning

Expenditures

BUDGETED
Supplemental research materials and materials to expand makerspace in alignment with CCSS 3010 Title I \$3000

ESTIMATED ACTUAL
Supplemental research materials and materials to expand makerspace in alignment with CCSS 3010 Title I \$3000

Action **5**

Actions/Services

PLANNED
Provide supplemental academic support for students

ACTUAL
Provided supplemental academic support for students

Expenditures

BUDGETED
Expenses to include extra duty for certificated and classified staff for before and after school learning opportunities, PSAT prep, targeted interventions, Cougar College 3010 Title I \$15000
0707 LCFF S/C \$10000

ESTIMATED ACTUAL
Expenses to include extra duty for certificated and classified staff for before and after school learning opportunities, PSAT prep, targeted interventions, Cougar College 3010 Title I \$7000

Action **6**

Actions/Services

PLANNED
Provide professional development opportunities to support and expand high quality teaching, learning and overall student support, promoting college and career readiness and a positive and engaging learning environment

ACTUAL
Provided professional development opportunities to support and expand high quality teaching, learning and overall student support, promoting college and career readiness and a positive and engaging learning environment

Expenditures

BUDGETED
Increase knowledge of CSS and NGSS, expand best teaching practices and student support services - activities may include attending conferences, workshops, and other school sites associated with AVID, EL services, student equity, PBIS, WEB, educational leadership, project based learning, curriculum development, etc. - supplemental materials, on site PD/collaboration, and associated extra duty, substitutes, travel expense expenses 3010 Title I \$17000
0707 LCFF S/C \$23000

ESTIMATED ACTUAL
Increased knowledge of CSS and NGSS, expanded best teaching practices and student support services - activities included attending conferences, workshops, and other school sites associated with AVID, EL services, student equity, PBIS, WEB, educational leadership, project based learning, curriculum development, etc. - supplemental materials, on site PD/collaboration, and associated extra duty, substitutes, travel expense expenses 3010 Title I \$23000

Action **7**

Actions/Services

PLANNED
Provide supplemental services for English Learners

ACTUAL
Provide supplemental services for English Learners

Expenditures

BUDGETED
Provide support for all EL students, including long term English Learners - to include supplemental materials, extra duty for certificated/classified staff, training 3010 Title I \$2000
0707 LCFF S/C \$8000

ESTIMATED ACTUAL
Provided support for all EL students including long term English Learners - to include supplemental materials, extra duty for certificated/classified staff, training 3010 Title I \$2000

Action **8**

Actions/Services

PLANNED
Provide supplemental STEAM/CSS support

ACTUAL
Provide supplemental STEAM/CSS support

Expenditures

BUDGETED

ESTIMATED ACTUAL

Supplemental student opportunities in STEAM activities such as LEGO Robotics, SeaPearch, NGSS activities, etc. 3010 Title I \$6000
0707 LCFF S/C \$10000

Supplemental student opportunities in STEAM activities such as LEGO Robotics, SeaPearch, NGSS activities, etc.
0707 LCFF S/C \$19000

Action **9**

Actions/Services

PLANNED
Provide students with extended learning opportunities

ACTUAL
Provided students with extended learning opportunities

Expenditures

BUDGETED
Provide students with extended learning opportunities such as after school cocurricular clubs and activities, field trips, leadership training, assemblies, academic competitions, VAPA, and athletics - expenses may include stipends, substitute costs, transportation, extra duty, and registration 0707 LCFF S/C \$15000

ESTIMATED ACTUAL
Provided students with extended learning opportunities such as after school cocurricular clubs and activities, field trips, leadership training, assemblies, academic competitions, VAPA, and athletics - expenses may include stipends, substitute costs, transportation, extra duty, and registration 0707 LCFF S/C \$23000

Action **10**

Actions/Services

PLANNED
Provide instructional support for all students and staff

ACTUAL
Provided instructional support for all students and staff

Expenditures

BUDGETED
Expenses may include extra duty for classified/certificated employees, sub coverage, etc. 0000 LCFF Base \$3000

ESTIMATED ACTUAL
Expenses included extra duty for classified/certificated employees, sub coverage, etc. 0000 LCFF Base \$3000

Action **11**

Actions/Services

PLANNED
Provide and promote opportunities for project based learning

ACTUAL
Provided and promoted opportunities for project based learning

Expenditures

BUDGETED
Supplemental materials and training for students and staff to experience and expand the use of project based learning 0707 LCFF S/C \$3000

ESTIMATED ACTUAL
Supplemental materials and training for students and staff to experience and expand the use of project based learning 0707 LCFF S/C \$16000

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of these actions and services were accomplished. Our staff has received training in AVID, PLC, NGSS, WEB, etc. Students participated in enrichment activities such as field trips, co and extra-curricular activities, college trips, etc. There was a greater focus on project based learning and the expansion of NGSS.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

We took steps this year to build a foundation for long term growth. Teachers were trained in effective professional learning community strategies in an effort to identify and address student learning needs. I-Ready was brought in as a diagnostic tool to identify specific student learning needs. Curriculum adoptions in ELA and Math will have a tremendous impact moving forward as teachers will be able to focus on high impact instructional strategies and the identification of specific learner and learning needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- * Perkins grant funding supplemented computer lab which required less money be spent on technology than anticipated
- * Supplemental resources, software and in-class intervention materials not necessary because of implementation of i-Ready
- * Significantly greater expenses related to NGSS implementation and project based learning
- * EL academic support materials were district provided with iLit45 curriculum and ELlevation monitoring software
- * Fewer teachers available to provide before/after school intervention and support resulting in lower cost for staffing
- * Large number of teachers trained at AVID Summer Institute during 2016-2017 school year, requiring fewer teachers to be trained during 2017-2018

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

The most significant change will occur through the utilization of a 40% teaching position or Full-Time Equivalent (FTE) focused on intervention / instructional support to support students identified through i-Ready Diagnostic and CAASPP results in math and English Language-Arts. The teacher(s) would also support other teachers through coaching and co-plan/co-teaching using high impact instructional strategies for struggling learners.

Through the analysis of this goal we plan to continue:

- * AVID - school-wide AVID instruction, AVID training, and field-trips to colleges
- * Professional development in the areas of instruction and culture/climate to improve staff skills to help students succeed
- * Offering STEAM opportunities and extra-curricular activities to students

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Mountain View Middle School will create a safe, welcoming, supportive and engaging teaching, learning and working environment for all stakeholders; students, parents, staff and the Beaumont community at-large. MVMS will provide dynamic learning opportunities for all stakeholders, collaborate with the district to maintain and improve facilities, implement an instructional program to support 21st century learning skills, and work to address the social-emotional needs of our students.

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
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[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

SITE:

[ACTIONS / SERVICES](#)

Action **1**

Actions/Services	PLANNED Campus improvements / aesthetics	ACTUAL Campus improvements / aesthetics
Expenditures	BUDGETED 0000 LCFF Base \$10000	ESTIMATED ACTUAL Golf cart and security Bike repair 0000 LCFF Base \$3000

Action **2**

Actions/Services	PLANNED Instructional materials and supplies	ACTUAL Instructional materials and supplies
Expenditures	BUDGETED 0000 LCFF Base \$39700	ESTIMATED ACTUAL 0000 LCFF Base \$55000

Action **3**

Actions/Services	PLANNED Copiers lease/maintenance	ACTUAL Copiers lease/maintenance
Expenditures	BUDGETED Administrative office copiers 0000 LCFF Base \$3500 Teacher copy machines used for student materials 3010 Title I \$8000	ESTIMATED ACTUAL Administrative office copiers 0000 LCFF Base \$3500 Teacher copy machines used for student materials 3010 Title I \$8000

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff and students have the necessary materials to be succesful

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

School site aesthetic improvements are beginning in conjunction with district leadership

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- * Increase in instructional material costs
- * District planning on school site improvement through master planning process

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Additional funding will be earmarked for student enrichment opportunities

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

SSC Meetings - every 4-6 weeks

Leadership Team Meetings (school staff leaders) - twice a month

Department Chair Meetings (representatives from each grade level and content area) - twice a month

Culture and Climate Committee meetings (teacher leaders) - twice a month

Coffee and Dessert with the Principal (parent communication opportunities) - once a month, 2 sessions

Frequent informal conversations with parents, students, staff, community members and district leaders.

Topics explored within and conversations specifically associated with the SPSA are addressed in these settings. It is critical that all stakeholders are engaged in the conversation when determining the needs of our school and the means by which they are addressed.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Topics explored within and conversations specifically associated with the SPSA are addressed in these settings. It is critical that all stakeholders are engaged in the conversation when determining the needs of our school and the means by which they are addressed. There continues to be a focus on student and parent "connectedness" or lack thereof which is a direct reflection of the school's culture. This will continue to be the focus with increased efforts given to character education, the impact individuals have on one another and improvement of the the climate or feel in classrooms and campus wide.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Mountain View Middle School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community while teaching the skills to be successful in college and career pathways.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	3	4	5	6	7	8
COE	9	10						

Identified Need from the Annual Evaluation and Analysis

Promote a positive climate and school culture by increasing student and parent connectedness to school.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rates (CA Dashboard)	CA Dashboard Data: All: Green EL: Red FY: status 20.8% HY: Green SED: Yellow SWD: Yellow AA: Orange A: Green F: Blue H: Green W: Orange	CA Dashboard Data: All: Maintain Green and/or improve to Blue EL: Improve to Orange FY: Reduce to 18% or better HY: Maintain Green and/or improve to Blue SED: Maintain Green and/or improve to Blue SWD: Maintain Green and/or improve to Blue AA: Improve to Yellow A: Maintain Green and/or improve to Blue F: Maintain Green / Blue H: Maintain Green and/or improve to Blue W: Improve to Yellow	CA Dashboard Data: All: Maintain Green and/or improve to Blue EL: Improve to Yellow FY: Reduce to 16% or better HY: Maintain Green and/or improve to Blue SED: Maintain Green and/or improve to Blue SWD: Maintain Green and/or improve to Blue AA: Improve to Green A: Maintain Green and/or improve to Blue F: Maintain Green / Blue H: Maintain Green and/or improve to Blue W: Improve to Green	CA Dashboard Data: All: Maintain Green and/or improve to Blue EL: Improve to Green FY: Reduce to 14% or better HY: Maintain Green and/or improve to Blue SED: Maintain Green and/or improve to Blue SWD: Maintain Green and/or improve to Blue AA: Maintain Green and/or improve to Blue A: Maintain Green and/or improve to Blue F: Maintain Green / Blue H: Maintain Green and/or improve to Blue W: Maintain Green and/or improve to Blue

Attendance Rates	95.9%	Maintain 95% + attendance rate	Maintain 95% + attendance rate	Maintain 95% + attendance rate
California Healthy Kids Survey	90% Participation Rate 10-15% of students do not feel connected to school or to any adult on campus.	Maintain 90% + participation rate Reduce the number of students who do not feel connected at school or to any adult on campus to 10%	Maintain 90% + participation rate Reduce the number of students who do not feel connected at school or to any adult on campus to 9%	Maintain 90% + participation rate Reduce the number of students who do not feel connected at school or to any adult on campus to 8%
Student Participation in School Activities	55% of students involved in school related activities such as athletics, VAPA, ASB, clubs	60% of students involved in school related activities such as athletics, VAPA, ASB, clubs	65% of students involved in school related activities such as athletics, VAPA, ASB, clubs	70% of students involved in school related activities such as athletics, VAPA, ASB, clubs
Gallup Student Poll	79% Participation Rate Engagement Index - 49% Engaged Hope Index - 46% Hopeful	82% Participation Rate Engagement Index - 52% Engaged Hope Index - 48% Hopeful	85% Participation Rate Engagement Index - 55% Engaged Hope Index - 52% Hopeful	88% Participation Rate Engagement Index - 58% Engaged Hope Index - 55% Hopeful
Reduction of Chronic Absenteeism	CA Dashboard Data: All: 7.5% EL: 9.3% FY: 4.2% HY: 17.2% SED: 9.4% SWD: 15.7% AA: 11.3% A: 0% F: 2.9% H: 8.2% W: 7.6%	CA Dashboard Data: All: Maintain under 10% EL: Maintain under 10% FY: Maintain under 10% HY: Reduce to 15% or less SED: Maintain under 10% SWD: Reduce to 12% or less AA: Maintain under 10% A: Maintain under 10% F: Maintain under 10% H: Maintain under 10% W: Maintain under 10%	CA Dashboard Data: All: Maintain under 10% EL: Maintain under 10% FY: Maintain under 10% HY: Reduce to 13% or less SED: Maintain under 10% SWD: Reduce to 11% or less AA: Maintain under 10% A: Maintain under 10% F: Maintain under 10% H: Maintain under 10% W: Maintain under 10%	CA Dashboard Data: All: Maintain under 10% EL: Maintain under 10% FY: Maintain under 10% HY: Reduce to 11% or less SED: Maintain under 10% SWD: Reduce to 10% or less AA: Maintain under 10% A: Maintain under 10% F: Maintain under 10% H: Maintain under 10% W: Maintain under 10%

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	X Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Professional Development Opportunities	Administration and Leadership Teams	Ongoing	11000 0707 LCFF S/C
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Professional development opportunities will be provided to teachers, counselors, administrators, and support staff. Activities include but are not limited to attending conferences (AVID, WEB, PBIS, CADA, Cadet Corp, Foster Youth, Equity, Chronic absenteeism, Restorative Practices, etc.), workshops and on site professional learning opportunities.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Parent and Community Activities	Administration and Leadership Teams	Ongoing	1000 3010 Title I 2000 0707 LCFF S/C
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Purchase materials and provide necessary support for parent and community outreach activities. This support may include extra duty for certificated and classified staff to plan and monitor parent activities.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

<p>Extended learning opportunities for students</p> <p>Provide extended learning opportunities for students such as during/after school co-curricular clubs and activities, field trips, leadership, assemblies, academic competitions, VAPA, athletics, etc.</p>	<p>Administration and Leadership Teams</p>	<p>Ongoing</p>	<p>10038 0000 LCFF Base 14195 0707 LCFF S/C 13833 3010 Title I</p>
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Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

<p>Campus Improvements / Aesthetics / Safety</p> <p>Create a positive, engaging, safe and secure learning environment for students and staff through campus improvements and increased safety measures.</p>	<p>Administration and Leadership Teams</p>	<p>Ongoing</p>	<p>4000 0000 LCFF Base</p>
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Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Alternative to Suspension Program

Principal, Leadership Teams, ATS Coordinator

Ongoing

Continue to utilize and further develop the Alternative to Suspension (ATS) Program while expanding restorative practices school wide.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:

Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:

Mountain View Middle School will implement the California State Standards in all core content areas in an effort to increase: student achievement on all standardized tests including CAASPP, the number of students who are college and career ready, and the reclassification rate for English learners. Dynamic learning opportunities will be used to increase student engagement and support the individual needs of all students.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	3	4	5	6	7	8
COE	9	10						

Identified Need from the Annual Evaluation and Analysis

All students need to make progress toward college and career readiness as measured by proficiency on the CAASPP results, on grade level performance on i-Ready diagnostic and continued growth on local and state measures.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP results in ELA	CA Dashboard Data: All: Orange EL: Orange FY: 117.2 points below level 3 HY: Orange SED: Orange SWD: Red AA: Orange A: Green H: Orange W: Yellow	CA Dashboard Data: All: Improve to Yellow EL: Improve to Yellow FY: Improve to 105 points below level 3 HY: Improve to Yellow SED: Improve to Yellow SWD: Improve to Orange AA: Improve to Yellow A: Maintain Green and/or Improve to Blue H: Improve to Yellow W: Maintain Green and/or Improve to Blue	CA Dashboard Data: All: Improve to Green EL: Improve to Green FY: Improve to 95 points below level 3 HY: Improve to Green SED: Improve to Green SWD: Improve to Yellow AA: Improve to Green A: Maintain Green and/or Improve to Blue H: Improve to Green W: Maintain Green and/or Improve to Blue	CA Dashboard Data: All: Maintain Green and/or Improve to Blue EL: Maintain Green and/or Improve to Blue FY: Improve to 85 points below level 3 HY: Maintain Green and/or Improve to Blue SED: Maintain Green and/or Improve to Blue SWD: Improve to Green AA: Maintain Green and/or Improve to Blue A: Maintain Green and/or Improve to Blue H: Maintain Green and/or Improve to Blue W: Maintain Green and/or Improve to Blue

CAASPP results in Math	CA Dashboard Data: All: Orange EL: Orange FY: 82.9 points below level 3 HY: Orange SED: Orange SWD: Red AA: Red A: Green H: Yellow W: Orange	CA Dashboard Data: All: Improve to Yellow EL: Improve to Yellow FY: 72.9 points below level 3 HY: Improve to Yellow SED: Improve to Yellow SWD: Improve to Orange AA: Improve to Orange A: Maintain Green and/or Improve to Blue H: Improve to Green W: Improve to Yellow	CA Dashboard Data: All: Improve to Green EL: Improve to Green FY: 62.9 points below level 3 HY: Improve to Green SED: Improve to Green SWD: Improve to Yellow AA: Improve to Yellow A: Maintain Green and/or Improve to Blue H: Maintain Green and/or Improve to Blue W: Improve to Green	CA Dashboard Data: All: Maintain Green and/or Improve to Blue EL: Maintain Green and/or Improve to Blue FY: 52.9 points below level 3 HY: Maintain Green and/or Improve to Blue SED: Maintain Green and/or Improve to Blue SWD: Improve to Green AA: Improve to Green A: Maintain Green and/or Improve to Blue H: Maintain Green and/or Improve to Blue W: Maintain Green and/or Improve to Blue
i-Ready Diagnostic Assessment #1, #2 and #3 in Math and Reading	Scaled score from diagnostic #1 to #2: Math 6th grade: +9 7th grade: +12 8th grade: +10 Reading 6th grade: +8 7th grade: +13 8th grade: +17	Scaled score from diagnostic #1 to #2: Math 6th grade: +12 7th grade: +15 8th grade: +13 Reading 6th grade: +12 7th grade: +16 8th grade: +20	Scaled score from diagnostic #1 to #2: Math 6th grade: +15 7th grade: +15 8th grade: +15 Reading 6th grade: +16 7th grade: +19 8th grade: +20	Scaled score from diagnostic #1 to #2: Math 6th grade: +15 7th grade: +15 8th grade: +15 Reading 6th grade: +20 7th grade: +20 8th grade: +20
AVID WICOR strategies used in all classrooms	80% of classrooms utilizing WICOR strategies as measured by Progress Adviser walk throughs	85% of classrooms utilizing WICOR strategies as measured by Progress Adviser walk throughs	90% of classrooms utilizing WICOR strategies as measured by Progress Adviser walk throughs	95% of classrooms utilizing WICOR strategies as measured by Progress Adviser walk throughs
6th grade D and F rates	45.4% of 6th grade students received a D or F at the 1st Semester	Reduce 6th grade D/F rate to 40%	Reduce 6th grade D/F rate to 35%	Reduce 6th grade D/F rate to 30%
English Learner Progress	CA Dashboard Data: Green	CA Dashboard Data: Maintain Green and/or Improve to Blue	CA Dashboard Data: Maintain Green and/or Improve to Blue	CA Dashboard Data: Maintain Green and/or Improve to Blue

Implementation of new ELA and Math curriculum	100% of ELA and Math classes will utilize new curriculum as measured through Progress Adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through Progress Adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through Progress Adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through Progress Adviser walk throughs
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PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Professional Development Professional development opportunities will be provided to teachers, counselors, administrators, and support staff to increase knowledge and skills of CSS, NGSS and high impact instructional strategies. Activities include attending conferences (AVID, RCOE CSS, EL/LTEL, ELPAC, CMC, etc.), workshops, on-site learning opportunities and the practice of Instructional Rounds.	Administration and Leadership Teams	Ongoing	9500 3010 Title I 9000 0707 LCFF S/C
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	---	--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

40% Intervention / Instructional Support Teacher(s) Principal Ongoing \$40000 3010 Title I

Intervention teacher(s) or equivalent Full-Time Equivalency (FTE) to support students identified through iReady Diagnostic and CAASPP results as needing extra support in math and ELA. Teacher(s) would also support other teachers through coaching and co-plan/co-teaching using high impact instructional strategies for struggling learners.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income
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ACTIONS/SERVICES

Supplemental Academic Support Site administration Ongoing 13000 0707 LCFF S/C

Provide additional support materials and programs to meet the needs of students which may include but is not limited to before/after school support classes/tutoring, PSAT prep, ELPAC support classes, intervention classes during school holidays, .

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities X [Specific Student Group(s)] English Learners

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X English Learners Foster Youth Low Income

ACTIONS/SERVICES

Supplemental Services to English Learners

Site Administration and ELD Coordinator

Ongoing

1000 3010 Title I

1000 0707 LCFF S/C

Provide additional support and services through supplementary materials and certificated / classified extra duty.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X All X Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

X English Learners X Foster Youth X Low Income

ACTIONS/SERVICES

College and Career Readiness Promotion

Site Administration and AVID coordinator

Ongoing

15000 0707 LCFF S/C

Materials, training, and events related to college and career readiness and school wide implementation of AVID - to include but not limited to college trips, materials to promote college and career

readiness, motivational speakers, training for site personnel, etc.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Supplemental STEAM/CSS Support

Site Administration

Ongoing

15000 0707 LCFF S/C

Provide students supplemental opportunities in STEAM activities such as LEGO Robotics, SeaPerch, NGSS Activities, etc,

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Technology

Site Administration

Ongoing

6000 3010 Title I

Purchase technology and related equipment and supplies to supplement the needs of the 21st century classrooms

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Supplemental Library Materials

Site Administration

Ongoing

2000 3010 Title I

Purchase additional materials for the library to be a supplemental resource for CSS and student engagement

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Project Based Learning Opportunities

Site Administration

Ongoing

8000 0707 LCFF S/C

Supplemental materials and training for students and staff to experience and expand the use of project base learning

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Instructional Support for Students and Staff

Site Administration

Ongoing

4000 0000 LCFF Base

Expenses may include extra duty for classified/certificated employees, sub coverage, etc.

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Supplemental Instructional Materials / Supplies

Site Administration

Ongoing

10000 3010 Title I

Provide supplemental resources to enhance student learning; use technology and instructional materials in the development of 21st century skills, with attention on inquiry based learning and collaboration, increase college and career preparedness

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

<h2 style="margin: 0;"><u>Goal 3</u></h2>	<p>DISTRICT GOAL: Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.</p> <p>SITE GOAL: Mountain View Middle School will create a safe, welcoming, supportive and engaging teaching, learning and working environment for all stakeholders; students, parents, staff and the Beaumont community at-large. MVMS will provide dynamic learning opportunities for all stakeholders, collaborate with the district to maintain and improve facilities, implement an instructional program to support 21st century learning skills, and work to address the social-emotional needs of our students.</p>									
	<p>State and/or Local Priorities Addressed by this Goal</p>	STATE	1	2	3	4	5	6	7	8
<p>Identified Need from the Annual Evaluation and Analysis</p>	COE	9	10	Ensure the best staff is hired for positions through the school site and provide students and staff with the resources needed to be successful.						

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
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PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	Students with Disabilities	[Specific Student Group(s)]
OR			

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Core Instructional Materials

Site Administration

7/1/2016 - 6/30/2019

40750 0000 LCFF Base

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Copiers Lease and Maintenance

Site Administration

7/1/2016 - 6/30/2019

3500 0000 LCFF Base

8000 3010 Title I

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Update technology and purchase related equipment and supplies

Site Administration

7/1/2016 - 6/30/2019

6000 0000 LCFF Base

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Campus Improvements /
Aesthetics / Safety

Site Administration

Ongoing

4000 0000 LCFF Base

Create a positive, engaging,
safe and secure learning
environment for students and
staff through campus
improvements and increased
safety measures.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Mountain View Middle School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community while teaching the skills to be successful in college and career pathways.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	2000

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5-10-18.

Attested:

<u>Michael Breyer</u>		
Typed Name of School Principal	Signature of School Principal	Date

<u>Sonja De LaFuente</u>		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

PARENT, STUDENT, STAFF PLEDGE

Three-Way School Pledge

Staff Commitment

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- provide a safe, positive and healthy learning environment for your student
- teach grade level skills and concepts
- strive to address the individual needs of your student
- communicate with you regarding your student's progress
- communicate homework and class work expectations
- provide appropriate work for extended absences

* * * * *

Student Commitment

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- be an engaged and passionate learner
- arrive to class on time every day, prepared with all necessary materials
- take my weekly assignment calendar home to my parent(s)
- return completed homework on time
- be responsible for my own behavior
- ask for help when needed

* * * * *

Parent Commitment

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- encourage my student to complete his/her homework
- review all school communications and the weekly assignment calendar
- attend Back to School Event, Open House, and other school events
- encourage my student to engage in reading activities for at least 15 minutes each day
- provide a quiet place/time for my student to do homework
- make sure my student gets adequate sleep and has a healthy diet
- support the school's / district's homework, discipline and attendance policies
- request work from the school in the event of extended absence
- assume the primary responsibility of communicating with teachers

Mountain View Middle School
School Parental Involvement Policy

***NOTE:** In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.*

PART I. GENERAL EXPECTATIONS

Mountain View Middle School agrees to implement the following statutory requirements;

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Mountain View Middle School will take the following actions to involve parents in the joint development and agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Mountain View's School Site Council, including parents, students, and school staff members, will provide ongoing evaluation and implement updates to the School Parental Involvement Policy.
2. Mountain View Middle School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - The policy will be posted on the school website for community access.
3. Mountain View Middle School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The School Parental Involvement Policy will be updated annually or as needed during the school year.
4. Mountain View Middle School will inform parents of the following at a regularly scheduled School Site Council Meeting on an annual basis:
 - That their child's school participates in Title I,
 - about the requirements of Title I,
 - of their rights to be involved,
 - about their school's participation of Title I,
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - how to monitor their child's progress, and
 - how to work with educators.
5. Mountain View Middle School will provide information about Title I programs to parents of participating children in a timely manner through its regular school mailings and/or via the school website.
6. Mountain View Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to meet at its Open House or via the school website as applicable.

7. Mountain View Middle School will provide parents of participating children, if requested by parent, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
 - Educational Monitoring Team meetings with parents, teachers and students.
 - IEP meetings with parents, teachers, students, and school administrators/designee, for qualified students.
 - 504 Plan meetings with parents, teachers, students, and school administrators/designee for qualified students.
8. Mountain View Middle School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Mountain View Middle School will build the school's and parent's capacity for strong parental involvement. In order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Educational Monitoring Team meetings designed to develop a coordinated approach between home and school to improve student achievement.
 - Provide secure internet access to student grades, assignments, attendance and behavior data.
 - At least once each quarter, provide to all parents an updated progress report detailing their child's progress in each class.
2. The school will, with the assistance of its district, provide materials and trainings to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - In cooperation with district programs, provide periodic workshops for parents, including internet safety, personal safety, and parenting exceptional learners.
3. The school will, to the extent feasible and appropriate ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by the Mountain View School Site Council.

This policy was adopted by Mountain View Middle School's School Site Council and will be in effect for the period of one year. The school will distribute to all parents of participating Title I, Part A children and to the community. Mountain View Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

I can verify that this plan has been reviewed and approved by the School Site Council.



SSC Chairperson

5-10-18
Date



Principal

5-10-18
Date

Recommendations and Assurances

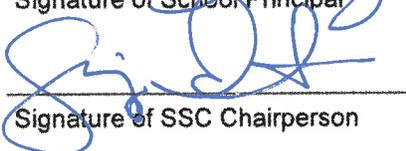
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature
	Public Notice Posted:	_____ Signature
	Governing Board Reviewed:	
	School Site Plan Approved:	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5-10-18.

Attested:

Michael Breyer		5-10-18
Typed Name of School Principal	Signature of School Principal	Date
Sonja De LaFuente		5-10-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date