

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Joanna Lauer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mountain View Elementary School
(As it should appear in the official records)

School Mailing Address 5465 Queen Anne Lane
(If address is P.O. Box, also include street address.)

City Santa Barbara State CA Zip Code+4 (9 digits total) 93111-1028

County Santa Barbara County

Telephone (805) 681-1284 Fax (805) 681-4814

Web site/URL https://www.gusd.us/mtnview E-mail jlauer@goleta.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Diana Galindo-Roybal E-mail droybal@goleta.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Goleta Union School District Tel. (805) 681-1200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Luz Reyes-Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	12	17	29
1	22	21	43
2	15	12	27
3	19	22	41
4	22	14	36
5	25	22	47
6	23	17	40
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	138	125	263

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 0.7 % Black or African American
 - 20.2 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 63.5 % White
 - 10.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2019	341
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 6 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 41

8. Students receiving special education services: 14 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>0</u> Autism | <u>7</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	91%	90%	98%	95%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. In a couple of sentences, provide the school’s mission or vision statement.

Mountain View School provides a comprehensive education that engages students, staff, and community in developing inquisitive, resilient learners prepared for a diverse and dynamic world.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

All grade levels began the school year via distance learning online. Our school district offered three learning programs for our families that included an in-person option (which was remote until schools opened in March 2021), a Virtual Academy program that was remote all year, and Virtual Academy Flex program that offered an alternative schedule and instructional delivery. We followed a master schedule that had designated times for core math and reading instruction, English Language Development, intervention, and whole-group learning. Teachers used Zoom to deliver live instruction, and students were provided daily asynchronous work to complete. Books, paper materials, and school supplies were distributed and collected twice monthly, as needed, directly from the school.

The Special Education Program offered in-person learning beginning in November 2020. Students in this program had the option to remain virtual for the duration of the year.

On March 8th, 2021, in-person instruction began and students returned to school with a modified 5-day schedule. Our schedule included staggered arrival and dismissal times. Each classroom had an identified outside workspace to compliment learning that took place within the classroom. Our Board prioritized small-class sizes at the beginning of the year, and every class had a maximum of a 19:1 student-to-teacher ratio.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Mountain View School, one of nine elementary schools in the Goleta Union School District, is a pillar of learning in Santa Barbara County. Known for its high standards for achievement, our staff remains committed to providing a comprehensive education that engages all students, staff, and community in developing resilient learners prepared for a diverse and dynamic world.

Mountain View was built in 1966 and since that time, generations of children have experienced and contributed to it consistently ranking in the top 10% of achieving schools in California. We serve students in Kindergarten through 6th grade and, pre-COVID, have had consistent enrollment of about 330 students. Our families are of a middle to upper class population, and are invested partners in our success. This success is evidenced by our supportive Parent - Teacher Association, engaged School Site Council, active Mountain View Foundation, and by the fundraising accomplished each year for art, music, science and technology enrichment.

Mountain View has experienced an increase in student achievement over the past four years as a result of three key strategies. In 2017, we built out data-driven, Multi-Tiered Systems of Support (MTSS) in an effort to improve student learning outcomes, and following that year, we implemented research-based Positive Behavioral Intervention Supports (PBIS) that followed a tiered approach. These two systems, combined with our District initiation of Professional Learning Communities (PLCs) have been powerful catalysts for us to be proactive and responsive to students' academic, behavioral, social and emotional needs. Measures we take to ensure all students reach their maximum potential involve collaborative decision-making, progress monitoring, a focus on outcomes, and a shared agreement about our values as a staff.

At Mountain View, we value respectful, responsible, and inclusive behavior. These core values serve as a guide to our actions and communicate the behavior we want to see on campus. Our Positive Behavior Intervention Supports focus on quality of life and rely upon the supportive relationships between students and adults. We operate from the notion that all our students and families belong, and we communicate this through our actions and words. When a situation needs troubleshooting, we approach it from the standpoint of, "What needs to be learned in order to bring about the best possible outcome for each individual involved?"

Assessments have become a highly valued tool for our team, and are used to measure effectiveness of our behavioral interventions and academic interventions. Measuring student growth and systematically prioritizing our site needs has been pivotal for our progress. Grade level teams regularly discuss and utilize assessments that offer insight on standards mastery and indicate the likelihood of student success on the statewide, summative assessments at the end of the year. Our goal is clear: success for all, whatever it takes.

While we heavily rely on data to inform our instructional approaches and behavioral responses, Mountain View has a long history of valuing the arts. We inspire and develop the creative and musical abilities of the children we serve. We have a robust enrichment program that nurtures interest and divergent thinking, while providing hands-on learning experiences. Music and art lessons occur weekly, and STEAM and physical education instruction is offered two times per week. We value innovative thinking and know that creativity has many benefits, including boosting mental health, increasing happiness, and assisting our youths with forming positive peer connections.

A unique and valued component of our school is that we are one of three in our District that include a special education intensive program. Students with moderate-to-severe disabilities develop their communication skills, community access, and daily living skills at Mountain View. Our teachers, instructional assistants, and nurses are highly trained in safety protocols and educational approaches that offer individualized care. Students access general education as well as enrichment classes with their grade-level peers and students with all abilities participate in our cheer team, staff the Star Store, and enjoy life-skill lessons together that include cooking and craft making. Lasting and supportive relationships are formed early-on in our students' elementary school experience.

We value and appreciate the contributions of the entire community at Mountain View. Our entire staff believes in the challenge and reward of high standards for learning. We have committed team members, well-attended PTA events, a wonderfully supportive and diverse community of parents and guardians, and together we work hard to nurture the intellectual, academic, and social-emotional growth for all. We feel strongly that students should thrive in their pursuit of individual growth. The more they learn about themselves in relation to the world around them, the more likely they will be able to contribute their strengths to a larger context when they are older. Our commitment to their growth is evident by the quality of the instruction we provide, the cooperation between our staff, families, and community, and the encouraging, continuous school improvements we are making.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Mountain View uses district-adopted curricula for English-Language Arts, Math, and Science that have been approved by the California Department of Education. While this serves as the base of our instruction, pedagogical practices and assessments are largely guided by the work of Professional Learning Communities. Grade-level teams are released for two 45-minute periods each week to review common formative assessments, analyze progress toward goals, and discuss instructional strategies that serve students. Common planning time has evolved into intentional, strategic conversations about the pace, quality, and quantity of student learning at every grade level. Teachers track student progress on identified essential standards in an agreed-upon way, and we have a process to respond with interventions when there are concerns about student learning.

The impact of COVID-19 has been substantial for our community, but even through the rapid transition to remote learning, our values remained the same. Our remote master schedule included time for core subjects and allocated time for reading intervention, and designated English Language Development instruction. Enrichment programs that included STEAM, music, art, and physical education were centralized through our District Office and will be offered to all students remotely through the end of the year. Our Multi-Tiered Systems of Support team, PLCs, and School Site Council closely monitored the progress of students using our monthly benchmark assessments to understand the effectiveness of remote instruction and to ascertain learning loss.

Mountain View's English Language Arts program remained stable as we transitioned to remote learning. The online components allowed teachers to continue instruction with weekly focus questions and skills. Teachers used a designated 45-minute period to teach essential standards daily and online curricula resources to assess student learning. Online platforms such as Nearpod, Edpuzzle, Jamboard, and GoFormative were learned and utilized to engage and assess students on essential goals. We maintained Google platforms as the learning management system for upper grades, while our primary grades used Seesaw. Teachers participated in professional development to learn new online platforms that were invaluable during synchronous Zoom lessons and asynchronous work time.

Teachers explicitly teach writing skills for specific genres that include expository, opinion, and narrative. Exemplar texts serve as models for writing instruction. Developing writers need time and practice to develop their skills, and so much of students' writing time is spent in a workshop model. Writing is facilitated in small groups, through strategic partnerships or by one-on-one conferencing with students to give them timely, individual feedback. Teachers and students reference a district writing rubric that is based on grade level essential standards. Rubrics provide clear expectations for standards-based writing at each grade level and are used by students to self-evaluate and self-grade during the writing process.

Grade levels use a district-adopted Bridges in Mathematics curriculum in kindergarten through 5th grade and College Preparatory Mathematics (CPM) for 6th grade. Rooted in constructivist approaches, our curricula aim to develop a deep understanding of mathematical concepts by encouraging flexible problem solving and the application of multiple strategies to arrive at solutions. Number Talks supplement math instruction and emphasize conversation, collective reasoning, and mental math practice. In order for students to build proficiency and fluency with math facts and skills, teachers also utilize systematic programs such as Facts Wise, Freckle, and Reflex Math which are individualized and adaptive. As students build confidence and fluency, this frees up more of their working memory to spend on problem solving and learning new concepts and skills. This is our goal to advance them into working with new concepts and expanding their mathematical reasoning.

Students at Mountain View are taught Next Generation Science Standards (NGSS) that elicit critical thinking and nurture curiosity about the natural world. Our curriculum, Amplify Science, strongly embeds science principles with problem-based learning. Prior to distance learning, lessons were taught and then explored by students with a combination of labs, interactive simulations, and exploration of non-fiction science text. Teachers were able to continue much of this in remote learning through the use of the Amplify

Science @Home program. Lab materials were sent home to students to continue hands-on and inquiry-based learning. Weekly STEAM lessons that fostered creative problem-solving and scientific understanding are offered by an additional specialist and are distributed throughout our district to compliment science instruction given by the classroom teacher.

We recognize that a well-rounded social studies curriculum that teaches skills and dispositions to successfully engage in public life is critical to the success of students. Our role is to inspire them to be thoughtful and reflective, so students can contribute to a larger context that suits their strengths. Throughout the units, teachers present new vocabulary, informational text, and primary sources. They teach with an inquiry lens, and students engage in research-based lessons throughout the year. Students learn strategic note-taking, recognize patterns, and consider multiple perspectives while making meaning of history. Students engage in simulations and projects focused on grade-level standards that incorporate writing, research, and collaboration. Teaching social studies provides students with opportunities to understand historical contexts and make insightful connections beyond memorizing facts in a textbook.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Mountain View is known for its robust enrichment programs with teachers who offer instruction in art, music, STEAM, and physical education. It is something that our community values and school-wide efforts are made to continue programs and retain the long-standing specialists we have.

Students participate in weekly music lessons and have access to string, wind, and percussion instruments to give them experiential learning opportunities. Four times yearly, performances are held, and students share their musical talents with our community. Two of these performances include the whole student body in the form of recitals, while others are talent showcases that give individual students the chance to perform. Every student receives instrument lessons on a recorder and the ukulele. Ukulele lessons culminate for 6th graders in performances at graduation. Frequent exposure to music instruction inspires some students to sign up for our school band. Our band performs at the regional Special Olympics competition where students in our special education program compete.

Providing students with hands-on learning experiences is the goal of our STEAM program. Classes participate in two weekly sessions in our lab where co-constructed lessons between the classroom teacher and STEAM specialists are facilitated. While in the lab, students focus on the application and exploration of scientific principles they are learning about in class. Experiences are aligned with Next Generation Science Standards (NGSS) and foster creative risk-taking. Our STEAM lab is an inspiring and comfortable space for students to apply their emerging scientific knowledge using concrete materials and tools.

Art instruction develops students' fine motor skills while fostering creative expression. Our fine arts program offers 50-minute lessons every other week. In art class, students are introduced to the basics of color, layout, perspective and balance, and in addition to this, they dive deeply into the representation of art across cultures. Art class brings together visual and kinesthetic components that many students thrive with. At the end of the year, each child has an extensive portfolio complete with 3-dimensional pieces, be it doll-making or ceramics, that they cherish as lifelong memories.

Students receive two 45-minute Physical Education (PE) lessons a week. They learn sports skills and cooperative games that teach them prerequisite skills for more advanced play. Teamwork and sportsmanship are emphasized. Knowing the lifetime benefits of exercise, our goal is to build habits of movement that students will continue throughout their lives. While all our students enjoy PE within their general education

classes, 5th and 6th graders can sign up for our district's Noon League. Noon League involves traveling to other elementary schools to compete in team sports. They practice and meet for games during their lunch recess, and it is a special activity that many participate in.

With COVID-19 restrictions in place, our district office has maintained these enrichment offerings in an online format. Weekly virtual lessons are created by specialists and made available for students asynchronously. Lessons are tailored developmentally for primary and upper grades. Each District specialist holds weekly office hour sessions to connect with students as they work through the projects and assignments. Classroom teachers touch base with students about participation and engagement in these lessons, assign the lessons for asynchronous work, or use the lessons during class time. The thoughtful and rigorous instruction in art, music, STEAM, and PE that our community values has been able to continue throughout the period of school closure.

3. Academic Supports:

Mountain View's Multi-Tiered System of Supports allows for intervention to be applied in a timely way, as student needs are identified. The progress of every student in reading and math is reviewed quarterly by a team of staff members. At data team meetings, we identify and analyze students receiving or needing interventions. When a student makes adequate progress during an intervention, their programming is adjusted to reflect the least restrictive environment. If a student is not making adequate progress, the frequency, duration, or intensity of the intervention is increased. Student Study Team meetings are scheduled approximately two cycles of intervention are found to be ineffective. Families are included in this process to offer insight into the background, strengths, and needs of their child in order to further tailor support.

When cycles of intervention are not yielding adequate progress, the team may pursue specific standardized assessments with support from additional professionals in speech and language, occupational therapy, adaptive PE, and assistive technology. Individualized Education Plans (IEPs) are developed collaboratively and delivered with programs and technology that fit each child. Students work on replacement curriculum with a special education teacher, in small groups or individually. Additionally, the special education teacher pushes into the general education classroom. Our SPED and MTSS teams meet weekly to determine the effectiveness of our accommodations and interventions.

Eleven percent of our school population is identified as socioeconomically disadvantaged. During data team meetings, progress for subpopulations of students is prioritized. While students within this group often make adequate progress with high-quality practices given to all, some benefit from additional supports. If academic intervention is unnecessary, social emotional support is considered for students who are achieving 10 points or more behind the whole-school population. Social emotional support may be a guided friendship group or a mentorship, and is a valuable layer of our PBIS.

Results on the California Dashboard show a significant portion of our school population performs above standards. Many students require challenges to demonstrate growth. Three identified differentiation practices are used for this purpose: depth and complexity, universal themes, and independent study. Depth and complexity facilitate deeper levels of knowledge about a discipline of study. Grade levels utilize a universal theme to engage students in more complex representations of meaning. Content such as seed dispersal in 2nd grade or the American Revolution in 5th grade, are related to cause and effect and change, respectively. Independent study allows students with strong interests the opportunity to satisfy curiosity through the facilitation of expository research. Students practice authentic research skills and present their findings to the class.

instruction. Prior to distance learning, a credentialed teacher taught English Language Development (ELD) using district-adopted curriculum daily, and as we transitioned to remote learning, a 30-minute period for small-group ELD instruction was maintained. Classroom teachers lead ELD lessons and regularly incorporate language routines and strategic partnerships to encourage oral discourse, increase acquisition of vocabulary, and solidify strengths in reading and writing.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Mountain View is a joyful place to learn and grow where school spirit is felt by parents and students alike. We know that when students feel safe and inspired, they take more creative risks, form new relationships, and are able to give back to their school community in ways that reflect their strengths. Some engagement strategies we apply to all, others are focused on small groups, and a few are individualized.

The basis of our approach involves explicit teaching and celebration of respectful, responsible, and inclusive behavior. Classes develop a shared understanding of what our core values look like on campus and reflection sheets are used to identify patterns and trends of behavior. Cougar Conversations, our weekly school-wide assemblies, reinforce our core values by celebrating goal setting and achievements, in addition to being the place where we sing our school song and perform classroom skits that highlight classroom learning.

A token economy is a high-interest school-wide endeavor. Tickets, a paper representative of a “thank you,” are distributed to students whose behavior we wish to acknowledge. Staff aim to use them to teach new behavior or strengthen its frequency. Tickets are accompanied by eye contact from a trusted adult and an explicit reason for why it is being recognized. Students exchange tickets for small tangible rewards, experiences, or for privileges like leading a classroom line. Students in our moderate-to-severe special education program find joy in counting tickets and handing out rewards together with their peers in general education in our school store. Practicing their math and daily living skills, in accordance with their IEPs, are a small side benefit of working alongside their peers, contributing to our school in a special way.

We implement a behavior intervention called Check-in-Check-Out in order to further support students with engagement. This strategy connects a student with an adult on campus who encourages personal goal achievement at the start and end of every day. Behavioral goals are identified by a collaborative team, points are accumulated by the student and used as an indicator for when the behavioral intervention has met success. This practice has achieved great results, and families have appreciated positive, supportive approaches to addressing behavior.

Creating a systematic approach for engaging students has further developed our school culture and allowed it to flourish. Our district, staff and community have a vested interest in our success. Every other year a district-wide survey is given to 2nd and 6th graders to measure school climate. We use this as a benchmark to determine how well our PBIS is working. We strive for our school to be a safe place for adults and students to learn and grow.

2. Engaging Families and Community:

Mountain View maintains strong community and family partnerships. High levels of engagement are a result of open and frequent communication and provide a variety of ways people can contribute to the school. We utilize social media platforms, Parent Square, and students Friday Folders as a way to communicate in tangible and electronic ways. We provide opportunities for families and community members to volunteer for a single occasion, provide input on something through the click of a button, and participate on committees where some lend their strengths over time, even over the course of a year.

One example of a stratified approach to engage families was reflected in our Beautification Project that had the goal of adding plants, flowers and additional shade to our campus. This was accomplished through meticulous planning of some families, fundraising by others, and planting and watering by over 50 volunteers from the community on a weekend in the spring. Our campus still enjoys these efforts three years later, and this was made possible by a collective effort that included a myriad of ways to engage families and our community.

Parents in upper grades lend their time before school, working with students in an extracurricular math club.

They meet weekly and allow students to explore higher-level math concepts. This is open to all students in grades 4, 5, and 6. As the year progresses, smaller teams form within the club and students compete in a county math competition.

At the end of students' 6th grade year, Exit Interviews are a special event that engages our larger community. Teachers guide students to create a written reflection of their entire elementary experience, complete with a portfolio and artifacts, and then prepare them for an interview process. School board members, city council members, administrators, and retired professionals ask the students thought-provoking questions on a designated day and then celebrate their hard work. This tradition has been a delight for our community for decades.

Mountain View partners with two local organizations, Explore Ecology and the Coalition for Sustainable Transportation (COAST) for the benefit of our students. Explore Ecology, an environmental education nonprofit, teaches students how to practice environmental stewardship within our local community. COAST educates students on bicycle and bike route safety. Students receive in-class instruction on safe riding practices, host a Bike Rodeo day, and facilitate an instructional ride to the nearby jr. high at the end of 6th grade. Connections between local organizations and between families and our community are a critical part of our success as we work together to address site needs.

3. Creating Professional Culture:

Mountain View's success is ensured by the continuous innovation of the professionals who strive for it. Voices are valued; perspectives are heard. Every decision made in our school is made with consideration for whether or not the results would benefit our students.

Action steps are not implemented from a top-down approach, but rather agreed upon following discourse and discussion with stakeholders. When large decisions resulting in change need to be made, we use an established process to arrive at consensus. We outline the issue and brainstorm options that would most benefit the safety and growth of students. We then select a solution to try and evaluate it as it is implemented. When the threshold for consensus is reached for a solution, our staff has agreed to support decisions collectively, knowing that it will not be the first choice of everyone present. Individuals are supportive of collective decision making because ideas and opinions are valued and given space to be considered.

Learning and continuous growth contributes to our professional culture at Mountain View. Each year teachers select professional practice goals within their grade level that are based on student achievement data from the previous one. These goals are selected by the grade level team, researched during the year, and new skills and knowledge are shared and celebrated at the end of it. This represents a cycle of improvement that is grounded in identified student needs at each grade level and motivated by team interest in how they want to pursue knowledge in an area.

The Goleta Union School District offers additional layers of professional support that allows for teachers and staff to specialize in an area of education and/or provide input to a group. Monthly support is offered to new teachers as general support, and veteran teachers can contribute to our equity and justice task force, a wellness committee, gifted education advisory, or our curriculum council. Each of these opportunities give teachers chances to learn more about a facet of education and play a role in guiding our District in its progress. This work supports our Local Control and Accountability Plan.

At Mountain View, time is respected. Teachers know that they can safely discuss their needs with administration, and together work to find a solution. Most often a solution is simple and requires an adjustment of resources, but when larger conversations take place, we have systems in place to facilitate them successfully.

4. School Leadership:

Leadership plays an important role in fulfilling the mission of Mountain View School. It is present in different forms, yet the primary goal is to support the school in achieving high levels of learning. The past several years have been focused on building the competence and capacity of grade level teams. The role of administration has primarily been to serve these teams, providing them with what they need to succeed. As grade levels increasingly use data to identify needs and work together to address them, our combined efforts, resources, and expertise are resulting in higher levels of achievement.

There are many ways in which leadership is evident at our school. The School Site Council meets regularly to monitor progress towards the goals on our School Plan for Student Achievement. Representatives from the community, classified and certificated staff provide input on school improvement strategies, monitor progress, and note success. This important group approves funding and helps align our site budget to support programs, practices, and initiatives contributing to those successes.

Our Principal's Advisory Committee is composed of several teacher representatives who are liaisons between grade level teams and administration. This committee works with the school principal to remove barriers to student learning. Teachers understand the complex challenges their peers face and often have effective and creative solutions to eliminate them. Time is allotted to evaluate issues, and discussion is encouraged with the understanding that multiple perspectives lead to informed decision-making. Along with the PAC, the principal holds meetings with Mountain View's union representatives to address concerns amongst staff members. These meetings maintain a positive school climate as a priority. Staff trust their union leaders, and they work with administration to improve conditions for all. These groups are important components in the structure of our school leadership, each providing unique perspectives and opportunities to lead.

Clarity is important within an organization. It is the role of the administrator to ensure that every course of action serves our mission and that all understand how our actions and goals are connected. During school closures, it became increasingly important to fulfill the responsibility of each committee. More than ever, we collaborated on behalf of students to ensure their well-being. Attendance and engagement became the primary focus for the PBIS team, as troubleshooting behavior became less of a need. Benchmark assessments were monitored more closely to see which students or families would benefit from additional outreach. Meeting frequency remained the same for all of our leadership roles even though their focus shifted. The fact that these systems remained in place strong throughout remote learning is a testament to how inherent they are to the operations of our school.

5. Culturally Responsive Teaching and Learning:

Mountain View finds strength in our diversity. In accordance with our district's vision, we strive to provide equitable resources and experiences for each child and family. We aim to address and eliminate our own hidden biases and work tirelessly to ensure consistently high levels of achievement for each demographic group we serve.

Mountain View staff engages in professional development to evolve our practices of culturally responsive teaching. These events are guiding staff in understanding the experiences of underrepresented populations in school. Mountain View teachers are furthering the work by reading leading literature on culturally relevant teaching practices. We have critical conversations in our Principal's Advisory Committee and staff meetings about our core value of inclusive behavior and how to measure it.

Classroom teachers use online resources such as NewsELA and Freckle that support teaching current events through a social justice lens. Teachers are thoughtful about including multiple perspectives while representing varied experiences. The goal is to foster a sense of belonging and respect. Teachers take deliberate actions toward these goals by establishing norms, beliefs, and behaviors, while considering cultural nuances.

Students at Mountain View benefit from a developed cultural arts program. A portion of PTA funds are allocated every year for touring artists and art workshops. These programs broaden student awareness of artistic representations locally and from around the world. Performers share their heritage, life experiences, and world perspectives. Multicultural experiences are valued, and uniqueness is celebrated.

Along with our classroom and school approaches, Mountain View's Library Media Specialist ensures that our library represents all students and diverse backgrounds. Our books and visual displays reflect the composition of our student body and engage students in learning about one another and the world around them. Our library has a meticulously curated collection of titles that focus on empathy, inclusion, compassion, and social justice. Our Library Media Specialist engages in professional development to ensure the needs of every student are considered in an age-appropriate way.

Mountain View staff recognizes that continued work will always be necessary to progress in high-quality, culturally responsive teaching. We are committed to self-evaluation and self-reflection around our past and current instructional practices, and we remain open to revising and refining our efforts.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The practice that has made the biggest impact on student learning, especially during school closures, is targeted instruction. Targeted instruction is the focused delivery of essential standards to small groups of students for an identified period of time. It is built into our daily schedule, and learning groups range in size from two to ten students. This practice has resulted in student success because it is focused and differentiated.

Data teams are the foundation of this work. Participants in data team meetings include the principal, grade level teachers, special education teacher, reading intervention specialists, and the school psychologist. We use student performance data on the Star Math and Reading assessments to identify an essential standard as our instructional focus.

Instructional delivery is a collaborative effort. Our goal is to create homogenous groups to ensure that for 30 minutes a day, instruction is focused on specific skills and tailored to students' readiness levels. The size of the group reflects what is needed, and the smaller it is, the more intensive the instruction is. During remote learning, teachers collaborated to learn and apply effective instructional strategies that best supported learning remotely.

Teachers review student data throughout each six to nine week cycle and strategically adjust instruction based on this information. They use checkpoints and student work samples to monitor progress towards established goals. Teachers share effective teaching practices before, during, and after each cycle, and on the last day of instruction, student success is celebrated.

Following data team meetings, student groups are adjusted. The targeted essential standard remains the same for all, unless a more specific need is being addressed with an IEP or intervention plan. If a group of students demonstrates mastery of the standard prior to the cycle, they are provided with more complex resources to apply to the standard. Each essential standard provides an opportunity for differentiation, and our goal for targeted instruction is to ensure challenge at each grade level, for every student.

During remote learning from March 2020 to March 2021, our process for identifying student needs, monitoring progress, and providing appropriately challenging learning opportunities for students became even more critical than before. Our need for targeted instruction remained the same, and our transition to remote data team meetings was seamless because of our established practices. Core reading and math instruction were delivered in a small-group format, while whole-group instruction was reserved for the end of the day.

Targeted instruction resulted in growth for students, even in remote learning. We continue to adapt our practices as we become more adept at identifying and responding to students' needs. Remote instruction accelerated our understanding of online programs and how to leverage them specifically. Targeted instruction has continued to be instrumental in our school's ability to successfully educate and support all students.