

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mesa Union School	56724706055123	March 28, 2019	April 16, 2019

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council reviewed and evaluated the school's state and local assessments, parent and student survey results, as well as consulted with Parent English Learner and GATE Advisory Councils, which is a part of the development process of the Single Plan for Student Achievement. As part of the process, the Council evaluated, as described in the Annual Evaluation and Update, each of the 2017-2018 Single Plan For Student Achievement (SPSA) goals resulting in a number of significant changes to the 2018-2019 goals, measurable outcomes, and planned strategies, as the Council worked to ensure that all students had equal access to academic, social-emotional, and behavioral supports needed to be successful. SSC members also made sure that the 2018-2019 plan took advantage of newly released state assessments, in addition to newly implemented local assessment tools that will enable the school and Council to more effectively evaluate the SPSA, the effective use of school resources and student success. The 2018-2019 SPSA not only aligns with California's eight state priorities but also with the District's local priorities as highlighted in the Mesa Union School District Local Control Accountability Plan.

## Goal 1

Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of English language arts by 5% as measured by state and local assessments.

### Basis for this Goal

As outlined in the Single School Plan for Student Achievement needs assessment, despite Mesa Union's recent increase in the number of all students (i.e., 60%) and gains in all of the school's significant subgroups (i.e., English learners 13%, Hispanic 6%, and SED 1%) who met or exceeded state standards in English language arts, there continues to be a significant achievement gap between Hispanic, socio-economic and English language learner students as compared to their counterparts.

In 2018, the number of affluent students who met or exceeded state standards in English language arts was 27% higher than the number of social-economic disadvantaged students who met or exceeded state standards in English language arts (i.e., 71% vs 44%). Sixty-three percent of English-only students met or exceeded state standards in English language arts compared to 31% of

English learners who met or exceeded state standards in English language arts. Finally, when comparing student performance between White non-Hispanic students and Hispanic students, seventy-one percent of White non-Hispanic students met or exceeded the standards compared to 50% of the school's Hispanic students.

Analysis shows that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap between Hispanic, socio-economic Disadvantaged, and English language learner students.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Sixty percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of English language arts by 5% on the CAASPP.
District Interim Assessments	Twenty-eight percent of all students met or exceeded grade level standards on the local interim assessments.	The school will increase the number of students who meet or exceed the standards in the area of English language arts by 5% on local interim assessments.
Renaissance STAR Reading Assessment	Forty-four percent of all students scored at or above grade level on the Renaissance Star Reading Assessment.	The school will increase the number of students who scored at or above grade level by 5% on the Renaissance STAR Reading Assessment.

### Students to be Served by this Strategy/Activity

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

All Students

## Goal 1: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 1.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> <li>Hold assessment debrief meetings five times during the course of the 2018-2019 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged, and English learners.</li> </ul>	LCFF \$625

<p>Goal 1.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"> <li>Hold meetings eight times during the course of the 2018-19 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports.</li> </ul>	LCFF \$500
<p>Goal 1.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> <li>Use of BPST, STAR Reading, IAB interim assessments, CAASPP scores, and grade-level determined data ongoing throughout entire school year, and aligned with IPT meetings throughout the entire school year.</li> </ul>	<p>Title I \$1,297.50</p> <p>LCFF \$6,702.50</p>
<p>Goal 1.4: Tiered Interventions</p> <ul style="list-style-type: none"> <li>Provide reading intervention teachers to support struggling students in grades K-8.</li> </ul>	LCFF \$42,086
<p>Goal 1.5: Paraprofessionals</p> <ul style="list-style-type: none"> <li>Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide instructional support in English language arts and translation during parent conferences, as needed.</li> </ul>	LCFF \$13,894.50
<p>Goal 1.6: Cross-Age Tutoring</p> <ul style="list-style-type: none"> <li>Cross age supports in ELA (i.e., vocabulary development, reading fluency and comprehension, as well as editing in writing).</li> </ul>	\$0
<p>Goal 1.7: Extended Day Intervention</p> <ul style="list-style-type: none"> <li>Provide before or after school intervention for struggling students.</li> </ul>	Title I \$1,250
<p>Goal 1.8: Extended Year Program</p> <ul style="list-style-type: none"> <li>Provide three week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities.</li> </ul>	Title I \$14,208.50
<p>Goal 1.9: Parent Engagement</p> <ul style="list-style-type: none"> <li>Parent reading/literacy sessions to support their students in the mastery of English Language Arts Common Core State Standards.</li> </ul>	Title I \$167.75

## Goal 2

Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of Mathematics by 5% as measured by state and local assessments.

### Basis for this Goal

As indicated in the Single School Plan for Student Achievement needs assessment, Mesa Union's students continue to outperform their counterparts when compared to the county (e.g., 13%) and state (e.g., 16%) in the area of mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). However, in 2018, Mesa Union experienced a slight

decrease from 2017 scores. Currently, 48.4% of all students have met or exceeded the standards on the CAASPP, which is a 1.6% decrease from the previous year. Additional analysis shows that Mesa Union has experienced stagnant growth in the area of mathematics with levels of proficiently fluctuating from 51% to 48.4% during the past three years.

School subgroup performance mirrors overall student performance trends with decreases in the number of students meeting or exceeding the state standards in two of its three subgroups (i.e., Hispanic -2%, SED -5%). Other analysis demonstrates that the achievement gap between Hispanic, socio-economic disadvantaged and English language learners remains as compared to their counterparts. Seventy-one percent of White-non Hispanic students met or exceeded state standards in mathematics as compared to 50% of Hispanic students who met or exceeded state standards. Fifty-three percent of English-only Students met or exceeded state standards in mathematics compared to 26% of the school’s English learners, and 62% of the school’s affluent students met or exceeded the state standards as compared to 32% of socio-economic disadvantaged students. School data trends demonstrate a clear need for Mesa Union to focus on improving overall student achievement in the area of mathematics, as well as increase evidence-based services to narrow the achievement gap between Hispanic, socio-economic Disadvantaged, and English language learner students.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Forty-eight percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of mathematics by 5% on the CAASPP.
District Interim Assessments	Forty-two percent of all students met or exceeded grade level standards on the local interim assessments.	The school will increase the number of students who meet or exceed the standards in the area of mathematics by 5% on local interim assessments.
Renaissance STAR Math Assessment	Mesa Union will develop a baseline data in 2018-2019.	The school will increase the number of students who scored at or above grade level on the Renaissance STAR Math Assessment by 5%.

**Students to be Served by this Strategy/Activity**

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

All Students

**Goal 2: Strategies/Activities**

Proposed Expenditures

Planned Strategies/Activities

<p>Goal 2.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> <li>● Hold assessment debrief meetings five times during the course of the 2018-2019 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged, and English learners.</li> </ul>	<p>LCFF \$625</p>
<p>Goal 2.2: Student Study Team Meetings (SST)</p> <ul style="list-style-type: none"> <li>● Hold meetings eight times during the course of the 2018-19 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports.</li> </ul>	<p>LCFF \$500</p>
<p>Goal 2.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Use of Math Expressions ongoing assessments, IAB interim assessments, STAR Math, CAASPP scores and grade-level determined tests ongoing throughout the school year.</li> </ul>	<p>\$0</p>
<p>Goal 2.4: Tiered Interventions</p> <ul style="list-style-type: none"> <li>● Provide intervention to support struggling math students in grades 6-8.</li> <li>● Provide an intervention specialist to support struggling students in grades K-8 in the upcoming 2019-2020 school year.</li> </ul>	<p>\$0</p>
<p>Goal 2.5: Paraprofessionals</p> <ul style="list-style-type: none"> <li>● Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide math basic skills support and translation during parent conferences, as needed.</li> </ul>	<p>LCFF \$13,894.50</p>
<p>Goal 2.6: Implementation of Math Supplementary Materials</p> <ul style="list-style-type: none"> <li>● Certificated staff will implement Math Facts in a Flash and Accelerated Math to provide tiered supports to struggling students.</li> </ul>	<p>LCFF \$5,000</p>
<p>Goal 2.7: Cross-Age Tutoring</p> <ul style="list-style-type: none"> <li>● Cross age supports in math (fact practice, math games etc.).</li> </ul>	<p>\$0</p>
<p>Goal 2.8: Extended Day Intervention</p> <ul style="list-style-type: none"> <li>● Provide before or after school intervention for struggling students with a focus on students with disabilities, socio-economic disadvantaged and English learners.</li> </ul>	<p>Title I \$1,750</p>
<p>Goal 2.9: Extended Year Program</p> <ul style="list-style-type: none"> <li>● Provide three-week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities.</li> </ul>	<p>Title I \$14,208.50</p>
<p>Goal 2.10: Parent Engagement</p> <ul style="list-style-type: none"> <li>● Parent math sessions to support their students in the mastery of the Mathematics Common Core State Standards.</li> </ul>	<p>Title I \$167.75</p>

### Goal 3

Mesa Union will increase the number of English language learners who demonstrate language proficiency by 5% as measured by state and local assessments.

#### Basis for this Goal

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Twenty-nine percent of English language learners met or exceeded the standards as measured on the CAASPP.	The school will increase the number of English language learners who meet or exceed the standards in the area of English language arts by 5% on the CAASPP.
English Language Proficiency Assessments for California (ELPAC)	Six-seven percent of English language learners demonstrated language proficiency on the ELPAC.	The school will increase the number of English language learners who demonstrate proficiency by 5% on the ELPAC.
A Developmental English Proficiency Test (ADEPT)	Eight percent of English language learners demonstrated language proficiency on the ADEPT.	The school will increase the number of English language learners who demonstrate proficiency by 5% on the ADEPT.

#### Basis for this Goal

As outlined in the Single School Plan for Student Achievement needs assessment, despite Mesa Union's recent increase in the number of English learners (i.e., 13%) who met or exceeded state standards in English language arts, there continues to be a significant achievement gap between English language learner students as compared to their counterparts.

In 2018, 63% of English-only students met or exceeded state standards in English language arts compared to 31% of English learners who met or exceeded state standards in English language arts.

Data analysis points out that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap for its English learners.

### Goal 3: Planned Strategies/Activities

#### Students to be Served by this Strategy/Activity

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

English learners

### Goal 3: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 3.1: Lesson Planning, Data Analysis, and Professional Development</p> <ul style="list-style-type: none"> <li>● Certificated staff of English learners will analyze data (CELDT, ELD Progress Reports, SBAC, AMAO's, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.</li> </ul>	\$0
<p>Goal 3.2: Effective Classroom Instruction</p> <ul style="list-style-type: none"> <li>● Certificated staff will provide designated ELD instruction to English learners with an emphasis on vocabulary development, constructive conversations skills, small group instruction, SDAIE, and reading complex text.</li> </ul>	\$0
<p>Goal 3.3: Professional Development</p> <ul style="list-style-type: none"> <li>● Certificated staff will participate in professional development provided by the Ventura County Office of Education that focuses on integrated ELD Instruction to include SDAIE and access to the California State Standards.</li> </ul>	Title III \$7,820
<p>Goal 3.4: Extended Day Intervention</p> <ul style="list-style-type: none"> <li>● Provide before or after school intervention for English language learners (ELL) with an emphasis on language acquisition to ensure access to the California State Standards.</li> </ul>	Title III \$3,500
<p>Goal 3.5: Reclassification</p> <ul style="list-style-type: none"> <li>● Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction.</li> <li>● Continue to restructure and refine the reclassification criteria for ELL to align with the ELPAC assessment and CDE recommendations.</li> </ul>	\$0
<p>Goal 3.6: Parent Engagement</p> <ul style="list-style-type: none"> <li>● Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home.</li> </ul>	Title III \$250

### Goal 4

Mesa Union will create welcoming and safe learning environments that increase safety and school connectedness among students through the implementation of the CHAMPS behavioral model focused on increasing the number of students who report that they are provided affirmation regularly from adults and that they experience caring relationships among peers and staff.

## Basis for this Goal

2017-2018 school parent survey results report that 84% of stakeholders believe the school provides a welcoming and safe environment. This is a 14% increase from reported survey results the previous year. Forty-seven percent report that they are members of the Parent Faculty Organization (PFO) a 2% increase in membership as compared to 2017. Fifty-eight percent of parents attended one or more district or school family workshops demonstrating an increase of 13% from the previous year. Forty-four percent of parents reported that they attended one or more coffee meetings with the Superintendent and Principal, a 1% decrease from 2017. Finally, 2% of parents reported that they joined the PFO for the first time in 2017. Per the Climate Task Force recommendations, the school will broaden its focus to include the following: creating a welcoming and safe learning environment for all students, increasing student connectedness, parent participation in school parent advisory councils, school-sponsored activities, volunteerism and expanding its parent workshop offerings.

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Attendance	In 2017-2018 Mesa Union School attendance rate was 97%.	Maintain District average attendance rate of 97.0%.
Chronic Absenteeism	Mesa Union School chronic absenteeism rate was 4.7%.	Reduce the chronic absenteeism rate 0.5%, from 4.2% to 3.7%.
Suspension Rate	Maintain the percentage of students that are suspended or expelled from school below 1%.	Maintain the percentage of students that are suspended or expelled from school below 1%.
YouthTruth Survey/California Healthy Kids Survey	Sixty-eight percent of students in grades 5-8 reported grown-ups at school tell them when they do a good job.	Increase the number of students reporting that grown-ups tell them when they do a good job by 5%.

## Students to be Served by this Strategy/Activity

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

All Students

## Goal 4: Planned Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
Goal 4.1: Implementation of CHAMPS	

<ul style="list-style-type: none"> <li>● Provide professional development and ongoing support by the County Office of Education.</li> <li>● Implement and continually evaluate the District-wide CHAMPS Behavioral Program Model.</li> <li>● Implement Instructional Rounds to support consistent implementation of CHAMPS strategies (e.g., Guiding Principles, Top School Rules, Voice Level, etc.).</li> <li>● Provided Positive Behavior Intervention Supports (e.g., Tiger Tags, PAWS Behavioral Referrals, etc.).</li> </ul>	<p>Title II 10,000</p> <p>Title IV \$5,424</p> <p>LCFF \$1,125</p>
<p>Goal 4.2: School Connectedness</p> <ul style="list-style-type: none"> <li>● The school will host and support schoolwide activities that promote the development of compassion, kindness, and empathy (e.g., Tolerance Week, Great Kindness Challenge, Monthly Character Trait Awards, etc.).</li> <li>● The school will promote and support Mesa Union School’s development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.) to increase school connectedness.</li> </ul>	<p>LCFF \$13,250</p>
<p>Goal 4.3: Improved School Attendance</p> <ul style="list-style-type: none"> <li>● The school will promote school attendance through weekly publications in the school’s Mesa Matters publication, monthly and trimester perfect attendance awards, lunch with the principal, and other incentives.</li> <li>● The school will regularly meet with parents through the School Attendance Review Team (SART) and School Attendance Review Board (SARB) activities to identify and support students and their families in improving daily attendance.</li> </ul>	<p>LCFF \$2,850</p>
<p>Goal 4.4: Parent Engagement</p> <ul style="list-style-type: none"> <li>● Provide a Kindergarten Orientation to incoming Kindergarten parents.</li> <li>● Host an Ice Cream Social and Orientation for families of new incoming students prior to the beginning of the school year.</li> <li>● Provide students and parents of incoming sixth grade students an orientation prior to the beginning of the school year.</li> <li>● Work with Oxnard Union High School District to provide parent orientation for exiting 8th grade students.</li> </ul>	<p>Title I \$500</p>

# Annual Review and Update

SPSA Year Reviewed: 2017-2018

## Goal 1

Mesa Union School students will increase their reading proficiency and/or demonstrate a year's growth in their reading development.

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	Mesa Union School will improve the number of students who meet or exceed standards in the area of English Language Arts by 5%, from 56% in 2016-2017 to 61% in 2017-2018, on the CAASPP.	Mesa Union School improved the number of students who met or exceeded standards in the area of English Language Arts by 4%, from 56% in 2016-2017 to 60% in 2017-2018, on the CAASPP.
Renaissance STAR Reading Assessment	Mesa Union School will improve the number of TK-8 students who are reading at or above grade level by 5%, from 50% in 2016-2017 to 55% in 2017-2018, on the Renaissance STAR Reading Assessment.	Mesa Union School experienced a 6% decrease in the number of students who are reading at or above grade level, from 50% to 44%, as measured by the Renaissance Star Reading Assessment.
District Benchmark Assessments	Mesa Union School will improve the number of TK-8 students who meet or exceed standards in the area of English Language Arts by 5%, from 59% in 2016-2017 to 64% in 2017-2018, on the District English Language Arts Benchmark Assessment.	Mesa Union School decreased the number of TK-8 students who met or exceeded standards in the area of English Language Arts by 31%, from 59% in 2016-2017 to 28% in 2017-2018, on the District English Language Arts Benchmark Assessment.

## Goal 1: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
Goal 1.1: Use assessment debrief meetings as targeting time for socio-economic disadvantaged and English learner students	Intervention Planning Team (IPT) meetings focused on identifying and providing academic, social-emotional, and behavior interventions for struggling students to include low-socio-economic and English learners and	LCFF \$500	\$500

	were conducted on a tri-annual basis.		
Goal 1.2: Hold meetings eight times during the course of the 2017-18 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports	Meetings were held eight times during the course of the 2017-18 school year. Staff discussed areas of concerns and needed accommodations and supports for at-risk students.	LCFF \$500	\$500
Goal 1.3: Use of BPST, SBAC interim assessments, SBAC scores, and grade-level determined data ongoing throughout entire school year, and aligned with Intervention Planning Team (IPT) meetings throughout the entire school year	Mesa Union administered and analyzed data from the interim assessments in grades K-5 in 2017-2018 to align instruction and to identify and provide interventions to struggling students through the IPT process.	\$0	\$0
Goal 1.4: Provide reading intervention teachers to support struggling students in grades K-8	Reading intervention teachers were provided in grades K-8 to deliver tiered interventions for struggling readers.	LCFF \$42,086	\$42,086
Goal 1.5: Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide instructional support in English language arts; and translation during parent conferences, as needed	Paraprofessional provided one-on-one tutoring and small group instruction in K-1 classrooms; provided instructional support in English language arts; and translation during parent conferences, as needed	LCFF \$13,894.50	\$13,894.50
Goal 1.6: Cross age supports in ELA (i.e., word rings, reading buddies, editing in writing)	Cross-age tutoring supported English language arts activities, such as reading buddies, peer editing, word rings, etc.)	\$0	\$0
Goal 1.7: Provide before or after school intervention for struggling students	In addition to the Full-STEAM Ahead After-school program, Mesa Union provided student intervention in the area of	Title I \$1,000  Title III \$2160	Title I \$1,000  Title III \$0

	English language arts and mathematics.		
Goal 1.8: Provide extended day/year transportation with Title I and III dollars to provide targeted intervention to ELL and SED students	Proposed transportation costs were re-diverted to provide services to students.	Title I \$250  Title III \$250	Title I \$0  Title III \$0  Funding provided by LCFF
Goal 1.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school Intervention model	Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners.	Title I \$19,000  Title III \$1,000	Title I \$0  Title III \$0
Goal 1.10: Parent technology / literacy sessions to help with Common Core State Standards homework and content, and integrating the CCSS into the daily work.	The school hosted a both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include English language arts.	Title III \$500	\$0

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

Mesa Union effectively implemented the strategies/activities within Goal 1, with the following exceptions:

1. Goal 1.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model. Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic students and English learners. This change met the spirit of the strategy as it provided extended year activities focused on supporting low-performing students.
2. The school hosted both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include English language arts. However, this fell short of the Strategies Goal to provide parent workshops in the areas of technology and and literacy. Despite these two shortcomings, the strategies implemented enabled the school to achieve its goal and raise test scores as described below.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Mesa Union School's overall implementation of strategies and activities outlined in SPSA Goal 1 supported a significant increase in the number of "All" students meeting or exceeding the standards, as measured by the California Assessment of Student Performance and Progress (e.g., 56% to 60%). Furthermore, when comparing grade level student performance, Mesa Union experienced an increase in the percentage of students who met or exceeded the standards in English Language Arts in all grade levels with fifth and sixth grades showing the most growth with a 5% and 6% increase, respectively. Finally, the school's analysis of "Change-Over-Time" showed that all grade levels demonstrated an increase in the percentage of students who met or exceeded the standards in English Language Arts with grades 4, 5, and 8 improving by 5% or more.

Mesa Union's significant subgroups, which include English Language Learners (ELL), Socio Economically Disadvantaged (SED), and Hispanic students, also experienced significant improvement in the percentage of students who met or exceeded standards in English Language Arts. Specifically, Mesa Union's English Language Learners experienced a 13% increase in the percentage of ELLs who met or exceeded the standards in ELA. While, Mesa Union's Hispanic students demonstrated a 6% increase in the percentage of students that met or exceeded standards in ELA and Mesa Union's SED students experienced a slight increase (1%) in the percentage of students who met or exceeded ELA standards.

Although District benchmark assessment results did not mirror the upward trend in English language arts, the District focused its efforts on aligning the rigor of local and state assignments while increasing the validity and reliability of its measure tools. As a result of these changes, a new school baseline was created. In the current year, 42% of students have met grade level standards as measured by local benchmark assessments.

Final analysis of state and local assessments demonstrate that the District implementation of strategies of spurred significant overall gains in overall student achievement as well as within each of its three subgroups.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Saturday school funding, as stated in goal 1.9, was diverted and used to provide a three-week summer school program for struggling students to include low-socio-economic students and English learners.

Title III monies stated in Goal 1.7, 1.8, and 1.9 totaling \$3,410 were utilized to provide certificated staff training from the Ventura County Office of Education to support the delivery of integrated English language development instruction within the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 of the 2018-2019 SPSA (pg.1) was changed from "Mesa Union School students will increase their reading proficiency and/or demonstrate a year's growth in their reading development" to "Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of English language arts by 5% as measured by state and local assessments." As described in the Basis For This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual

Measurable Outcomes (pg. 2). In addition, the two identified strategies/activities that were partially or not implemented at all were strengthened (i.e., Goal 1.9 Parent Engagement) or modified to reflect current practice (i.e., Goal 1.8 Extended Year Program).

## Goal 2

Mesa Union School students will demonstrate a year's growth in mathematics proficiency.

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	Mesa Union School will improve the number of students who meet or exceed standards in the area of mathematics by 5%, from 56% in 2016-2017 to 61% in 2017-2018, on the CAASPP.	Mesa Union School's number of students who met or exceeded standards in the area of mathematics slightly decreased from 49% in 2016-2017 to 48% in 2017-2018 on the CAASPP.
District Benchmark Assessments	Mesa Union School will improve the number of students who meet or exceed standards in the area of mathematics by 5%, from 48% in 2016-2017 to 64% in 2017-2018, on the District Benchmark Assessment.	Mesa Union School decreased in the number of students who met or exceeded standards in the area of mathematics by 31%, from 59% in 2016-2017 to 28% in 2017-2018, on the District Benchmark Assessment.

1.

### Goal 2 Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures

<p>Goal 2.1: Teachers will implement the following strategies during mathematics instruction: “Three Phase Problem Solving Lessons” on a regular basis in order to develop students’ problem solving and reasoning skills, student use of content vocabulary, and students’ ability to construct viable arguments and critique the reasoning of others.</p>	<p>Researched based instructional practices in mathematics to include “Three Phase Problem solving Lessons” were implemented on a regular basis.</p>	<p>\$0</p>	<p>\$0</p>
<p>Goal 2.2: Hold assessment debrief meetings five times during the course of the 2017-2018 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged students, and English learners.</p>	<p>The school held assessment debrief meetings five times during the course of the 2017-2018 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged students, and English learners.</p>	<p>LCAP \$625.00</p>	<p>\$625.00</p>
<p>Goal 2.3: Use assessment debrief meetings as targeting time for Title I and III students</p>	<p>Intervention Planning Team (IPT) meetings that focused on identifying and providing academic supports to struggling students to include low-socio-economic and English learners in mathematics were conducted on a tri-annual basis.</p>	<p>LCAP \$500.00</p>	<p>\$500.00</p>
<p>Goal 2.4: Use of Math Expressions ongoing assessments, College Prep Math assessments, SBAC scores, SBAC interim assessments, and grade-level determined tests ongoing throughout entire school year, and aligned with Intervention Planning Team (IPT) meetings throughout the entire school year</p>	<p>Mesa Union administered and analyzed data from the interim assessments in grades K-5 in 2017-2018 to align instruction and identify and provide interventions to struggling students through the IPT process.</p>	<p>\$0</p>	<p>\$0</p>

Goal 2.5: Provide math intervention to grades 6-8	Math intervention was provided to struggling students in grades 6-8.	\$0	\$0
Goal 2.6: Provide one-on-one tutoring and small group instruction supports in mathematics; and provide translation during parent conferences	Paraprofessionals were provided in grades K-2 to support classroom teachers through small group and individual instruction/tutoring.	LCFF \$27,900	\$27,900
Goal 2.7: Cross age supports in math (fact practice, math games etc.)	Cross-age tutoring supported math activities, such as fact practice, tutoring, etc.	\$0	\$0
Goal 2.8: Before or after school intervention for Title I and Title III students	Before and/or afterschool intervention was provided by certificated staff to qualifying Title I and Title III students.	Title I \$1,160 Title III \$2160	Title I \$1,000
Goal 2.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model	Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners.	Title I \$9,000  Title III \$500	Title I \$0  Title III \$0
Goal 2.10 Parent math nights to help with homework and content	The school hosted both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include mathematics.	Title III \$500	\$0

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

Mesa Union effectively implemented the strategies/activities within Goal 2, with the following exception:

Goal 2.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model. Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners. This change met the spirit of the strategy as it provided extended year activities focused on supporting low-performing students.

Despite the delivery of extended day/year intervention change from a “Saturday School” to a “Summer School” model, strategies implemented enabled the school to achieve its implementation goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As indicated in the Single School Plan for Student Achievement needs assessment, Mesa Union’s students continue to outperform their counterparts when compared to the county (e.g., 13%) and state (e.g., 16%) in the area of mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). However, in 2018, Mesa Union experienced a slight decrease from 2017 scores. Currently, 48.4% of all students have met or exceeded the standards on the CAASPP, which is a 1.6% decrease from the previous year. Additional analysis shows that Mesa Union has experienced stagnant growth in the area of mathematics with levels of proficiently fluctuating from 51% to 48.4% during the past three years.

School subgroup performance mirrors overall student performance trends with decreases in the number of students meeting or exceeding the state standards in two of its three subgroups (i.e., Hispanic -2%, SED -5%). Other analysis demonstrates that the achievement gap between Hispanic, socio-economic disadvantage and English language learners remains as compared to their counterparts. Seventy-one percent of White-non Hispanic students met or exceeded state standards in mathematics as compared to 50% of Hispanic students. Fifty-three percent of English-only Students met or exceeded state standards compared to 26% of the school’s English learners, and 62% of its affluent students met or exceeded state standards compared to 32% of socio-economic disadvantaged students who met or exceeded the state standards in mathematics.

School data trends demonstrate a clear need for Mesa Union to focus on improving overall student achievement in the area of mathematics as well as increase evidence-based services to narrow the achievement gap between Hispanic, socio-economic disadvantaged and English language learner students. The school did not achieve its math goal.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Saturday school funding, as stated in goal 2.9, was diverted and used to provide a three-week summer school program for struggling students to include low-socio-economic and English learners.

Title III monies stated in Goal 2.8, 2.9 and 2.10 equaling \$3,160 were utilized to provide professional development to certificated staff to ensure English learners had access to the Common Core Mathematics Standards through the delivery of integrated English Language Development best practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 2 of the 2018-2019 SPSA (pgs. 4-5) was changed from “Mesa Union School students will increase their mathematics proficiency and/or demonstrate a year’s growth in their reading development” to “Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of mathematics by 5% as measured by state

and local assessments.” As described in the Basis for This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual Measurable Outcomes (pgs. 3-4). In addition, the two identified strategies/activities that were partially or not implemented at all were strengthened (i.e., Goal 2.10 Parent Engagement) or modified to reflect current practice (i.e., Goal 2.9 Extended Year Program). Finally, as documented in Goal 2.3, Tiered Interventions, the school will add a math specialist to provide support to struggling students in grades K-8 in the upcoming 2019-2020 school year.

### Goal 3

For the English Learner students at Mesa Union School, 75% of the students will increase at least one CELDT level or will be reclassified (RFEP) in order to meet California English Language Development Test (CELDT) requirements as defined by the California Department of Education English Learner Indicator Calculation. We will use the CELDT assessment as well as the A Developmental English Proficiency Test (ADEPT) assessments (if required) to monitor growth.

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California English Language Development Test (CELDT)	Seventy-five percent of the students will increase at least one CELDT level.	The ELPAC replaced the CELDT in 2018.
Reclassification Rate	Seventy-five percent of English learners will be reclassified in 2017-2018.	Forty-two percent of English learners were reclassified.

### Goal 3: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Goal 3.1: Teachers of English learners will analyze data (CELDT, ELD Progress Reports, SBAC, AMAOs, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.	A Developmental English Proficiency Test showed a need for supporting EL’s expressive language. Trainings provided by the Ventura County Office of Education focused on this area of growth.	\$0	\$0
Goal 3.2: Teachers will provide designated ELD instruction to English Learners with an emphasis on vocabulary development, constructive conversations skills, small	Teachers provided designated ELD instruction to English learners emphasizing vocabulary development, constructive conversations skills, small	\$0	\$0

group instruction, SDAIE, and reading complex text.	group instruction, SDAIE, and reading complex text.		
Goal 3.3: Hold ELD committee meetings in October, December, February, and June	Reclassification meetings were held in Fall 2017, Spring 2018 and Summer 2018.	\$0	\$0
Goal 3.4: Communicate areas of need for ELD students close to redesignation to classroom teachers	A need for expressive language support and implementation of Integrated ELD strategies was communicated at staff development days and supported through ELD trainings from the Ventura County Office of Education.	\$0	\$0
Goal 3.5: Continue to restructure and refine the redesignation criteria for ELs to align with ELPAC assessment and CDE recommendations	A Reclassification Matrix was developed in Spring 2018 and shared with stakeholders.	\$0	\$0
Goal 3.6: Host a family evening for English learners to describe redesignation criteria and effects in high school	Reclassification criteria and process and ELD high school requirements and placements were communicated to the Parents of English Learner Advisory Committee in Spring 2018.	Title III \$500	Title III \$0

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

Mesa Union successfully implemented the strategies outlined above in relationship to Goal 3 of the 2017-2018 school plan. The school communicated changes to the redesignation requirement as part of its Parent English Learner Advisory Committee and at individual reclassification meetings with parents in lieu of hosting a formal family evening for English learners to describe redesignation criteria and effects in high school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Mesa Union's recent increase in the number of English learners (i.e., 13%) who met or exceed state standards in English language arts demonstrates the overall effectiveness of the strategies and

activities outlined in Goal 3 of the school plan. However, there continues to be a significant achievement gap between English language learners as compared to their counterparts.

In 2018, 63% of English-only students met or exceeded state standards in English language arts compared to 31% of English learners who met or exceeded state standards in English language arts.

Data analysis points out that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap for its English learners.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Goal 3 of the school plan indicated that \$500 of Title III monies would be spent to support an English learner family night. The school ended up not utilizing available monies to support parent engagement activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3 of the 2018-2019 SPSA (pg.6) was changed from “For the English Learner students at Mesa Union School, 75% of the students will increase at least one CELDT level or will be reclassified (RFEP) in order to meet California English Language Development Test (CELDT) requirements as defined by the California Department of Education English Learner Indicator Calculation. We will use the CELDT assessment, as well as the A Developmental English Proficiency Test (ADEPT) assessments (if required), to monitor growth.” to “Mesa Union will increase the number of English language learners who demonstrate language proficiency by 5% as measured by state and local assessments.” As described in the Basis for this Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators, as outlined in the Annual Measurable Outcomes (pg. 6). In addition, identified strategies/activity that were partially implemented or not at all were strengthened (i.e., Goal 3.6 Parent Engagement). In closing, the following strategies were either significantly changed or added to the 2018-2019 school plan:

#### Goal 3.3: Professional Development

Certificated staff will participate in professional development provided by the Ventura County Office of Education that focuses on integrated ELD instruction to include SDAIE and access to the California State Standards (pg. 7).

#### Goal 3.4: Extended Day Intervention

Before or after school intervention for English language learners with an emphasis on language acquisition to ensure access to the California State Standards (pg. 7).

#### Goal 3.5: Reclassification

Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction (pg. 7).

Continue to restructure and refine the reclassification criteria for ELs to align with ELPAC assessment and CDE recommendations

### Goal 3.6: Parent Engagement

Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home (pg. 7).

### Goal 4

Increase the number of parent and community engagement events by five number of events. Convene at least six School Site Council meetings during the 2017-2018 school year. Convene at least four English Learner Advisory Committee meetings during the 2017-2018 school year. Parents and community members will be welcomed to participate at Mesa Union School by partnering with the school in decisions that affect their child's education. Participation in organized parent groups such as the Parent Faculty Organization (PFO), Mesa Education Foundation (MEF), participation in organized school activities such as Back to School Night, Open House, school volunteering, parent trainings on technology, PFO Movie Fun Nights, PFO Mesa Challenge, parent-teacher conferences, and on committees such as the English Language Advisory Council (ELAC), the School Site Council (SSC), the GATE task force, and others. At least 10% of the families who attend these activities will represent English Learner and socio-economically disadvantaged students for each grade level.

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Monitor sign in and RSVP rates for each event, including the School Site Council and English Learner Advisory Council meetings, SSC and ELAC agendas and minutes	Maintain School Site Council Membership at 10 members.  Maintain English Learner Advisory Committee at 5 to 7 members.	SSC membership was maintained at 10 members representing parents, certificated, classified and administrative staff.  ELAC membership was maintained at 5 members

## STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
Goal 4.1: Parent Faculty Organization (PFO) implement themed membership drive campaign to increase parent connectedness; restructure hospitality program to support school events, functions, and	The PFO implemented a themed membership drive campaign to increase parent connectedness; restructure hospitality program to support school events, functions, and workshops;	\$0	\$0

workshops; establish monthly family and restaurant night programs; partner with student council/leadership in activities providing student engagement and volunteer opportunities	establish monthly family and restaurant night programs.		
Goal 4.2: Increase membership on Mesa Education Foundation (MEF) Board	The MEF increased its membership by five members.	\$0	\$0
Goal 4.3: Increase parent volunteers and continue increased vetting (i.e., TB and fingerprinting) and volunteer training	Outcomes for Increase parent volunteers and continue increased vetting (TB and fingerprinting) and volunteered training were not captured.	LCFF \$17,137	\$17,137
Goal 4.4: Complete at least four parent technology and social media workshops for parents	This did not occur during the 2017-2018 school year.	\$0	\$0
Goal 4.5 Participate in various school stakeholder meetings (e.g., Coffee with the Superintendent/Principal, SSC, ELAC, PAC, DELAC, PFO meetings, MEF meetings, and others) to inform parents of new established GATE qualification criteria and program changes	The District conducted a series of six GATE parent trainings and established a GATE Advisory Council during the course of the school year.	\$0	\$0
Goal 4.6: Establish a Junior High Climate Task Force to evaluate school climate, student connectedness, the possibility of using the CHAMPS behavioral management framework school-wide	The Junior High Climate Task Force analyzed the school's climate and made a series of recommendations to include implementation of CHAMPS in the 2018-2019 school year,	LCFF \$2,500	LCFF \$2,000
Goal 4.7: Implement cross age supports designed by students in student leadership	Cross-age tutoring supported English language arts activities, such as reading buddies, peer editing, word rings, etc.)	\$0	\$0

<p>Goal 4.8 Conduct a Parent Resource Meeting with the aim of increasing the number of socio-economically disadvantaged and English learner parents participating in parent school leadership roles (i.e. SSC, ELAC, PFO, etc) as well as increased access to school and community resources</p>	<p>Various school stakeholder meetings (e.g., Coffee with the Superintendent/ Principal, SSC, ELAC, PAC, DELAC, PFO meetings, MEF meetings, and others) were conducted in an effort to increase parent participation.</p>	<p>Title I \$ 500</p>	<p>\$250</p>
<p>Goal 4.9 Mesa School will focus on increasing access to translated documents, as well as translation, during key parent activities</p>	<p>Mesa Union employs a parent liaison that assists in the translation of documents to included key parent activities.</p>	<p>LCFF \$4,309</p>	<p>\$4,309</p>

## Analysis

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

The implementation of Goal 4 strategies enabled the school to achieve articulated goals as described below. The work of the Climate Task Force shaped the work of the 2018-2019 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Mesa Union's K-8 School Site and Parent English Learner Councils, which require equitable composition between school personnel and parents, provide an opportunity for school level evaluation and plan development regarding expenditures and programs that are encompassed in the Single Plan for Student Achievement (SPSA). Survey results report that 84% of stakeholders believe the school provides a welcoming and safe environment. This is a 14% increase from reported survey results from the previous year. Forty-seven percent report that they are members of the Parent Faculty Organization (PFO), a 2% increase in membership as compared to 2017. Fifty-eight percent of parents attended one or more district or school family workshops, demonstrating an increase of 13% from the previous year. Forty-four percent of parents reported that they attended one or more coffee meetings with the Superintendent and Principal, a 1% decrease from 2017. Finally, 2% of parents reported that they joined the PFO for the first time in 2017. The District will continue to focus on increasing parent participation in District Parent Advisory Councils, school-sponsored activities, and volunteerism. In response to stakeholder requests, the school will work towards expanding its parent workshop offerings.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As depicted on page 7, Goal 4 has been changed from “Increase the number of parent and community engagement events by 5 number of events. Convene at least six School Site Council meetings during the 2017-2018 school year. Convene at least four English Learner Advisory Committee meetings during the 2017-2018 school year. Parents and community members will be welcomed to participate at Mesa Union School by partnering with the school in decisions that affect their child’s education. Participation in organized parent groups such as the Parent Faculty Organization (PFO), Mesa Education Foundation (MEF), participation in organized school activities such as Back to School Night, Open House, school volunteering, parent trainings on technology, PFO Movie Fun Nights, PFO Mesa Challenge, parent-teacher conferences, and on committees such as the English Language Advisory Council (ELAC), the School Site Council (SSC), the GATE task force, and others. At least 10% of the families who attend these activities will represent English Learner and socio-economically disadvantaged students for each grade level.” to “Mesa Union will create welcoming and safe learning environments that increase safety and school connectedness among students through the implementation of the CHAMPS behavioral model focused on increasing the number of students who report that they are provided affirmation regularly from adults and that they experience caring relationships among peers and staff.” Furthermore, as described in the Basis for This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual Measurable Outcomes (pg. 7). The new goal focuses on the following four strategies/activities as stated in their entirety on page 8.

4.1 Implementation of CHAMPS Behavior Management Framework

4.2 School Connectedness

## 2018-2019 Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$60,544.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,596.50

### Consolidation of Funds

List the Federal programs that the school is consolidating in the school-wide program. Adjust the table as needed.

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I	\$33,550
Title II	\$5,424
Title III	\$11,570
Title iV	\$10,000

Subtotal of consolidated federal funds for this school: \$ 60,544.00]

List the State and local programs that the school is consolidating in the school-wide program. Duplicate the table as needed.

<b>State or Local Programs</b>	
Local Control Funding Formula	\$101,052.50

Subtotal of consolidated state or local funds for this school: \$101,052.50

Total of consolidated (federal, state, and/or local) funds for this school: \$161,596.50

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

## **Instructions: Linked Table of Contents**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should

request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## **Goals, Strategies, & Proposed Expenditures**

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the “Goal #” for ease of reference.

### **Basis for this Goal**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

### **Expected Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

### **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

## **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures  
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described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

## **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

## **Schoolwide Program Requirements**

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socio-economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and

- vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- 2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
- 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. Appendix B: Select State and Federal Programs

## **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program