

Single Plan for Student Achievement 2017-2018



Mesa Union School District

Single Plan for Student Achievement

School: Mesa Union School

District: Mesa Union School District

County-District School (CDS) Code: 56754706055123

Principal: Dr. Stephen B. Bluestein

Date of this revision: March 12, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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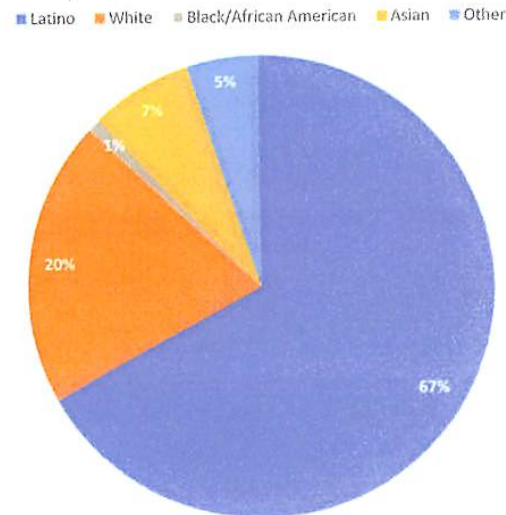
SCHOOL/DISTRICT PROFILE

Mesa Union School District, containing a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 621 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a “District of Choice” is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds as indicated in the graph to the right. In 2017, Seventeen percent of students were a English Learners. Nearly forty percent (39.8%) percent of students who attend Mesa Union are socioeconomic disadvantaged. The District enjoys a low transiency rate, less than 1%. Overall attendance has averaged 96% over the past five years.

The districts demographics provide an opportunity to deliver a broad educational experience build upon diverse cultural experiences class sizes average 23:1 in Kindergarten- 3rd grade, and 29:1 in grades 4-8.

One hundred percent of Mesa Union School District teachers meet the No Child Left Behind highly qualified criterion. Of the district teachers, 55% hold Master Degrees and another 39% have attained a baccalaureate degree plus 30 units of higher education credit. The average years of teaching service in the district is ten years, and the average years of teaching experience is 15 years.



District parent involvement is strong, with 24% of our parents contributing to the school by volunteering in classrooms, supporting fundraising or serving on the Mesa Foundation, Parent Faculty Organization, Parent Advisory and Parent English Learner Advisory Councils.

NEEDS ASSESSMENT PROCESS

The Mesa Union School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of the Common Core State Standards (CCSS) and the district's current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide all students access to a robust course of study.

In recent years, MUSD has crafted a collaborative system that includes district-wide k-8 teacher leaders, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. District and site leaders worked with the following team members to create a long-range Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new state standards.

In addition to the active participation from the site administrator and teacher leaders who serve on a number of district wide advisory groups to include Curriculum Council and Parent Advisory and Parent English Learner Councils.

Results from the following instruments were analyzed as a part of the needs assessment process:

- Local Assessments
 - California English Language Development Test (CELDT)
 - Inventory of Services and Supports (ISS) for Students with Disabilities
 - California Assessment of Student Performance and Progress (CAASPP)

LEA Evaluates Effectiveness of Programs

The Mesa Union School District conducted an annual evaluation of the actions taken to improve student achievement in the 2015-2016 school year to include activities funded by Title I, Part A (i.e., SES, Professional Development, Technical Assistance to School, and school site activities). The following questions were considered during this process:

1. Did the activity help close the achievement gap for our lowest performing students?
2. Did this activity not close the achievement gap for our lowest performing students?

3. Should this activity be continued?
4. Should this activity be discontinued?

Mesa School District Goals, Strategies and Action Steps

The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the Local Control Accountability (LCAP) Local Education Plans, Academic Performance Index, and Adequate Yearly Progress (AYP) requirements.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the ESEA. A one-year waiver was granted that allows flexibility in making AYP determinations for schools and local educational agencies participating in the Smarter Balanced assessment field test.

Local Education Action Plan, Year 3

- Goal 1: The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 59% to 69% as measured by CAASPP
- Goal 2: The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 64.4% to 69.4%, AMAO 2 \geq from 58% to 63%, AMAO 2 $<$ from 41% to 46%, AMAO 3: Baseline Year
- Goal 3: The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 50% to 60% as measured by CAASSP
- Goal 4: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core State Standards (CCSS) English Language Arts and Mathematics goals and expectations
- Goal 5: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the Smarter Balanced Assessment System resources

Local Control Accountability Plan Goals, 2017-2018

Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas.

Goal 2: Engage parents, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning.

Goal 3: Create welcoming and safe learning environments that increase safety and social connectedness among students.

Goal 4: Recruit, hire, train, and retain exemplary employees.

Needs Assessment Process

As part of our professional practice at Mesa Union, California Standards Test data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall reading performance, as measured by local assessments and California English Language Development Test, indicate a significant improvement has been made in the area of English Language Arts (ELA) in all subgroups, as well as schoolwide (+5%). Mathematics and closing the achievement gap continue to be an area of need for Mesa Union School.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, the following are areas of focus:

- Closely working with and refined the teacher leadership team and pathway
- Closely working with and refined the School Site and English Learner Advisory Councils
- Creating professional development continuum and strategy
- Integrating the use of technology in to the daily curriculum design
- Developing a series of interventions designed to help struggling learners

Needs and Data Analysis of Data

After analyzing state and local assessment data, it is clear that significant improvement has been made for all subgroups, including Socio-economically Disadvantaged students, Hispanic or Latino students, Students with Disabilities, and English Learners in the area of English language arts. Mathematics needs to continue to be an area of focus.

Data Analysis

English Language Arts/Literacy

<u>Grade Level</u>		<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Overall</u>
Percent of Students That Met or Exceeded Standards	Year 2017	45	47	60	57	62	66	56
	Year 2016	50	60	63	52	62	64	59
	Change	-5	-13	-3	+15	0	+2	-3
Percent of Students That Nearly Met Standards	Year 2017	31	22	25	30	28	21	27
	Year 2016	30	20	24	28	22	26	25
	Change	+1	+2	+1	+2	+6	+5	+2
Percent of Students That Did Not Meet Standards	Year 2017	24	31	16	13	10	13	18
	Year 2016	19	20	13	20	17	9	16
	Change	+5	-11	+3	+7	+7	+4	+2

English Language Arts/Literacy – Change Over Time

	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Overall</u>
Year 2015	44	61	50	55	58	54
Year 2016	60	63	52	62	64	59
Year 2017	59	57	62	66	56	56

Mathematics

<u>Grade Level</u>		<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Overall</u>
Percent of Students That Met or Exceeded Standards	Year 2017	58	50	53	39	55	52	51
	Year 2016	55	53	44	37	52	60	50
	Change	-4	-30	+9	+2	+6	-7	+1
Percent of Students That Nearly Met Standards	Year 2017	23	29	26	41	25	24	28
	Year 2016	30	20	24	28	22	26	25
	Change	-7	+9	+1	+13	+3	+3	+3
Percent of Students That Did Not Meet Standards	Year 2017	26	21	21	20	17	23	21
	Year 2016	19	20	13	20	17	9	16
	Change	+7	+1	+8	0	01	+14	+5

Mathematics – Change Over Time

	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Overall</u>
Year 2015	44	53	49	50	57	53
Year 2016	53	44	37	52	60	50
Year 2017	53	39	58	53	50	50

Subgroup Comparison – English Language Arts/Literacy

Percent of Students Scoring Standard Exceeded and Standard Met

	All	Female	Male	White	Hispanic or Latino	English Only	English Learner	RFEP	Title I	Not Title I
Year 2015	54	58	51	77	43	60	13	77	31	72
Year 2016	59	65	52	77	48	62	29	77	42	72
Year 2017	56	57	53	73	44	63	18	79	33	71

Subgroup Comparison – Mathematics

Percent of Students Scoring Standard Exceeded and Standard Met

	All	Female	Male	White	Hispanic or Latino	English Only	English Learner	RFEP	Title I	Not Title I
Year 2015	53	52	54	70	42	59	18	73	29	71
Year 2016	50	50	50	69	41	54	22	65	31	63
Year 2017	51	48	48	73	44	62	24	61	32	63

English Learners

The District English Language Learner enrollment has fluctuated very little over the past five years. The District has been able to keep pace with increasing state expectations, meeting AMOA 1 targets for the last five years. Currently 64.4% of English Language Learners assessed demonstrated growth, exceeding the state target by nearly 4%. District English Language Learners continue to exceed AMOA 2 state targets over the past 5 years. With that being said trends show that fewer students are making progress in reaching AMOA 1 and 2 targets as compared to 2013-2014. There has been a 6.6% decrease in the number of students meeting AMOA 1 targets. There also has been a 5.4 decrease in the number of students, less than 5 years, and 14.9% decrease, more than 5 years, demonstrating growth respectively. In the absence of state assessments, there has been no change in AMOA 3 data.

AMAO 1: Annual Progress Learning English

2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
54.6%			56.0%			57.5%			56.0%			67.0%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
100	76	76	107	69	64.4	101	63	62.4	100	71	71	99	64	64.4%

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 2: EL < 5 years: Progress attaining English Language Proficiency

2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
18.7%			20.1%			21.4%			22.8%			24.2%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
75	28	37.3	70	21	30	74	24	32.4	71	33	46.5	73	30	41.1

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 2: EL > = 5 years: Progress attaining English Language Proficiency

2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
43.2%			45.1%			47%			49%			50.9%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
41	30	73.2	48	37	77.1	40	26	65	37	27	73	43	25	58.1

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 3: Progress in Achieving Academic Standards

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016
	ELA	MA	ELA	MA	ELA	MA	ELA	MA	***
% Proficient Target	56.8	58	67.6	68.5	78.4	79	89.2	89.5	
% Proficient or above	50.5	59	44.1	46.8	44.4	50.9	42.6	48.1	***
Was Target Met (Y/N)	Yes (SH)	Yes	No	No	No	Yes (SH)	No	No	***

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

Attendance Data

Percentage of students with 10 or more absences – Complete Year 2016-2017

K		1		2		3		4		5		6		7		8	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
7	8%	1	2%	3	5%	7	9%	3	4%	1	1%	4	6%	3	5%	5	8%

Annual Positive Attendance Rate 2013-2018

<u>Grade</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018 †</u>
TK/Kindergarten	95.78	96.23	96.7	94.68	96.07
1 st	95.62	96.7	97.11	96.59	95.59
2 nd	96.53	96.28	96.58	95.35	96.59
3 rd	96.03	97.33	96.99	96.45	96.27
4 th	96.87	97	98.11	96.07	96.02
5 th	96.76	97.38	96.97	97.16	96.77
6 th	96.36	96.62	97.48	96.59	96.25
7 th	96.44	96.77	97.11	96.83	95.74
8 th	96.49	97.12	96.67	96.32	96.49
OVERALL	96.43	96.84	97.11	96.27	96.17

† 2017-2018 attendance data through February 2018 school month

Plan Component: Performance Goal #1		
School Goal 1: Implementation of Common Core State Standards	Desired Outcome: By June 2017, Mesa Students in K-8 will participate in lessons and assessments aligned to current California State Standards	Result: Achieved All students in TK-Grade 8 participated in lessons, activities and assessments that aligned to the Common Core Standards. -Lessons -Performance Tasks -Formative Assessments -Summative Assessments
Implementation of Activities		
Activities that worked well for us: Developed and administered Performance Tasks (Math), Professional Development focused on Critical thinking including QAR, Visible Thinking, expository text emphasis in JH to create a balanced literacy program, Expressions curriculum pilot, teacher collaboration and observation around promising practices (4 times yearly).	Activities that we would like to continue, with minimal modifications: none proposed	
Activities that we would like to continue but require significant modification: Parent Involvement and education; documents and flyers go home in both English and Spanish; increased activities and parent instruction in instructional matters and the use of social media	Activities that we will eliminate: none proposed	

Plan Component: Performance Goal #2		
School Goal 2: California Assessment of Student Performance and Progress (CAASPP)	Desired Outcome: In May 2015, Mesa Union School established baseline data, and in May 2016, for the first time, Mesa Union School established the opportunity to measure growth under the new state assessment model.	Result: Achieved 100% of students in grades 3 to 8 took the California Assessment of Student Performance and Progress tests. Results were above county and state averages in English Language Arts and math. Growth occurred in sub groups, particularly in English language learners.
Implementation of Activities		
Activities that worked well for us: Testing environment. Using the MPR and computer lab to effectively prepare, deliver and proctor the CAASPP. In 2015-2016, Mesa Union School instituted a 1:1 testing environment in grades 3 to 8; and students tested in their classrooms.	Activities that we would like to continue, with minimal modifications: Examine designated supports for all kids (i.e. dictionary, glossary)	
Activities that we would like to continue but require significant modification: Practice assessments, modifications for students with Individual Education Plans, use of Interim Assessments throughout the year.	Activities that we will eliminate:	
Proposed Activities Math and ELA goals. 3% overall improvement in CAASPP. Continue practice assessments.	Activities that we would like to continue, with minimal modifications: 1:1 (one device to one student) computing. Examine testing environments. Implement ongoing CAASPP Interim Assessments in grades 3 to 8 starting in September 2017.	

Plan Component: Performance Goal #3		
School Goal 3: English Language Development	Desired Outcome: By June 2017, the reclassification rate of English language learners in grades 3-8 will improve from 7.3% (2013-2014) to 15% (2015-2016)	Result: Not Achieved Redesignation was 14% in 2015-2016, which is a significant growth of 7%
Implementation of Activities		
Activities that worked well for us: ADEPT works well but the time is a challenge.	Activities that we would like to continue, with minimal modifications: Identifying needs for English language learners and providing them in the classroom, such as scaffolding, purposeful grouping, extended discussion, and valuing linguistic differences	
Activities that we would like to continue but require significant modification: All teachers with English learners in their classrooms use the CA ELD Standards <i>in tandem with</i> the CA CCSS for ELA/Literacy and other content standards.	Activities that we will eliminate: Not including specific teaching in ELD as part of the core school day instruction by the register-carrying teacher of record	
Proposed Activities: Make ELD a focus in ELA adoption. Intervention specialist/ELD specialist.	Activities that we would like continue, with minimal modifications: Consider a late bus (4:00pm) to implement an afterschool tutoring program serving English language learners, starting in TK/Kindergarten.	

Plan Component: Performance Goal #4		
Goal: Increase parent participation in activities that support student learning at home	Desired Outcome: By June 2017, the number of parent and community engagement events by 5 number of events.	Result: Inconclusive Measurement of parent connectedness and activity was not quantifiably measured. This year, a deliberate effort will be made to measure parent involvement using surveys, sign ins, check ins, and social media
Implementation of Activities		
Activities that worked well for us: Participation in PFO and MEF events, the SSC and ELAC councils and committees, parent attendance at Open House and Back to School Night	Activities that we would like to continue, with minimal modifications: Open House, Back to School Night, PFO events, MEF events	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate: None proposed	
Further and increased variety of PFO and MEF events, including events that appeal to a greater variety of parents, and events that include free meals.	None proposed	
Proposed Activities: Engage parents, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning		

Executive Summary of Data

The California Assessment of Student Performance and Progress (CAASPP) was administered to more than 3.2 million students last spring to measure student progress in learning new, more rigorous academic standards designed to prepare them for college and careers in the 21st Century.

Smarter Balanced assessments that are administered to students consist of two parts. First, students take a computer adaptive assessment, which bases follow-up questions on a student's answers in real time and gives a more accurate picture of a student's progress than the paper and pencil test. For example, if a student answers a question correctly, she gets a more difficult question. If she answers it incorrectly, she gets an easier question. Students also complete a performance task that challenges their ability to apply their knowledge and skills to problems in a real-world setting. The two parts measure depth of understanding, writing, research and problem-solving skills more thoroughly than the multiple-choice, paper-based tests they replaced.

Ventura County maintained its overall average of 36% of students meeting or exceeding grade level standards in mathematics, and overall average of 48% in English language arts/literacy. The state's overall average of 38% in mathematics is an increase of 1% from 2016. In English language arts/literacy the state maintained its overall of 49% percent of students who met or exceeded grade level standards.

Overall, the CAASPP results show that Mesa Union students continue to make progress in the new standards. Mesa Union will focus on reducing the number of students who did not achieve Standards Met on the English Language Arts/Literacy and Mathematics assessments, as well as narrowing the achievement gap of identified subgroups through the implementation of a multi-tiered system of supports and by increasing depth and complexity of student thinking and learning.

After carefully analyzing student achievement data, the following findings have been identified:

Strengths:

Mesa students performed very well on the CAASPP as compared to most other schools.

Our redesignation (RFEP) rate was on target.

Our technology infrastructure was robust and efficient last year, and should continue to be this year.

Mesa's transition to CCSS, as measured by the CAASPP has been positive and this year we are piloting the CAST (science).

Needs:

The need most expressed by our evidence and School Site Council input is family outreach and intervention for students in need, especially in the area of mathematics. The School Site Council proposed extending the day and year for students in need, specifically

socio-economically disadvantaged students and English Learners who did not meet benchmark goals last year and this year. The English Learner Advisory Council (ELAC) advises the School Site Council to begin a Saturday school intervention program for students in need of extra support, particularly in mathematics. Further, it is the desire of the School Site Council that interventions be aligned with the Multi-Tiered System of Supports (MTSS) structure for the 2017-2018 school year.

School Goals, Strategies and Action Steps

The action steps in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the data which supports the need for improvement.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL(s):

Increase the percentage of students who demonstrate mastery of new California State Standards in all core content areas

Close the achievement gap among in the District s lowest performing subgroups: English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities

Increase critical thinking, collaboration, creativity and communication through technology tools and projects focused on student learning

Implementation of one-to-one computing and robust internet access on campus

Develop a teacher-centered professional development model for integration of technology in the classroom

LCAP Goal(s):

Goal 1: Improve student learning outcomes for all students in all grades, and in all content areas.

SCHOOL GOAL #1:

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

<p>What data did you use to form this goal? CAASPP Results from 2016-2017 in English Language Arts STAR Reading CAASP English Language Arts Textbook Reading Assessment Textbook Comprehension Assessment</p>	<p>What were the findings from the analysis of this data? Strengths were noted across grade levels. Areas of growth were noted for whole group as well as Title I and III students.</p>	<p>How will the school evaluate the progress of this goal? Measure progress on ELA section of CAASPP for whole group as well as Title I and III students. Progress monitoring will be used through District Benchmarks</p>
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STRATEGIES:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention Teachers during School Day	Principal, Waggoner, Brody, MDemaria	Intervention Teachers for grades K-3 and 4-8	LCAP, full funding Title I, \$0 Title III, \$0
Parent Information Nights Winter / Spring 2018	Principal, Waggoner, PFO	Parent technology/literacy sessions to help with Common Core State Standards homework and content, and integrating the CCSS into the daily work.	Title III \$500
Extended Day Intervention Spring 2018	Principal, Extended day staff	Before or after school intervention for Title I and III students.	Title I \$2160 Title III \$2160
Extended Day Transportation Winter / Spring 2018	Principal	Provide extended day/year transportation with Title I and III dollars to provide targeted intervention to ELL and SED students	Title I \$250 Title III \$250
Intervention Planning Team Meetings (IPT) Winter / Spring 2018	Principal, Grade Level Teams	Use assessment debrief meetings as targeting time for Title I and III students	LCAP, full funding Title I, \$0 Title III, \$0

Cross-Age Tutoring Winter / Spring 2018	Principal, Grade Level Teams	Cross age supports in ELA (i.e. word rings, reading buddies, editing in writing)	\$0
Use of BPST, SBAC interim assessments, SBAC scores, and grade-level determined data	Principal, Grade Level Teams	Ongoing throughout entire school year, and aligned with Intervention Planning Team Meetings (IPT) throughout the entire school year.	\$0
“Saturday School” Intervention	Principal	Provide extended day/year intervention for students throughout the year—October 2018 to May 2019—in a Saturday School Intervention Model	Title I, \$19,000 Title III, \$1,000
Paraprofessionals	Principal	Provide one-on-one tutoring and small group instruction in the classroom; provide primary language support; provide translation during parent conferences	\$27,900 General Fund

LEA GOAL(S):

Goal 3: The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 5% from 50% to 55% as measured by CAASSP.

Goal 4: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core State Standards (CCSS) English Language Arts and Mathematics goals and expectations

Goal 5: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the Smarter Balanced Assessment System resources

LCAP Goal(s):

Improve student learning outcomes for all students, in all grades, and in all content areas.

SCHOOL GOAL #2:

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

<p>What data did you use to form this goal? CAASPP Results from 2016-2017 in Mathematics Teacher-made assessments</p>	<p>What were the findings from the analysis of this data? Strengths were noted across grade levels. Areas of growth were noted for whole group as well as Title I and III students.</p>	<p>How will the school evaluate the progress of this goal? Measure progress on Math section of CAASPP for whole group as well as Title I and III students. Progress monitoring will be used through District Benchmarks.</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention Teachers during School Day	Principal, Waggoner, Sanders	Intervention Teachers for grades K-3 and 4-8	LCAP, fully funded Title I, \$0 Title III, \$0
Parent Information Nights Winter / Spring 2018	Principal/SSC/Grade Level Teams	Parent math nights to help with homework and content	Title III \$500
In School and Extended Day Intervention	Principal, Nguyen, Extended day staff	Before or after school intervention for Title I and III students, including the use of in school intervention during the core school day	Title I \$2160 Title III \$2160
“Saturday School” Intervention	Principal	Provide extended day/year intervention for students throughout the year—October 2018 to May 2019—in a Saturday School Intervention Model	Title I, \$19,000 Title III, \$1,000
Intervention Planning Team Meetings (IPT) Winter / Spring 2018	Principal, Grade Level Teams	Use assessment debrief meetings as targeting time for Title I and III students	LCAP, full funding Title I, \$0 Title III, \$0
Cross-Age Tutoring	Principal, Grade Level Teams	Cross age supports in math (fact practice, math games etc.)	\$0
Use of Math Expressions ongoing assessments, College Prep Math assessments, SBAC scores, SBAC interim assessments,	Principal, Grade Level Teams, Individual Teachers	Ongoing throughout entire school year, and aligned with Intervention Planning Team Meetings (IPT) throughout the entire school year.	\$0

and grade-level determined tests			
Paraprofessionals	Principal	Provide one-on-one tutoring and small group instruction in the classroom; provide primary language support; provide translation during parent conferences	\$27,900 General Fund
Effective Classroom Instruction	Teachers	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 of the reason of others.	\$0
		Ongoing progress monitoring and assessment to plan differentiated small group instruction.	\$0

LEA GOAL(s):

Goal 2: The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 64.4% to 69.4%, AMAO 2 \geq from 58% to 63%, AMAO 2 < from 41% to 46%, AMAO 3: Baseline Year.

LCAP Goal(s):

Goal 1: Improve student learning outcomes for all students in all grades, and all content areas

SCHOOL GOAL #3:

English Language Learners

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.

What data did you use to form this goal CELDT Data Reclassification Rate	What were the findings from the analysis of this data? ELD is an area of growth for Mesa We want to maintain or improve our redesignation rate	How will the school evaluate the progress of this goal? CELDT Data Reclassification Rate
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Lesson Planning, Data Analysis, and Professional Development	Teachers	Teachers 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.	\$0
Effective Classroom Instruction	Teachers	Teachers will provide designated ELD instruction to English Learners with an emphasis on	\$0

		vocabulary development, constructive conversations skills, small group instruction, SDAIE, and reading complex text	
Redesignation Targeting	Principal, Ramirez, Kuklenski, ELD Committee	Hold ELD committee meetings in October, December, February, and June	\$0
Redesignation Targeting	Principal, Ramirez, Kuklenski, ELD Committee	Communicate areas of need in ELD students close to redesignation to classroom teachers	\$0
Redesignation Criteria	Principal, Ramirez, Kuklenski, ELD Committee, ELAC	Continue to restructure and refine the redesignation criteria for ELL to align with LPAC assessment and CDE recommendations	\$0
Family Evening	Principal, Kuklenski, Staff	Family evening for English Learners to describe redesignation criteria and effects in High School	Title III, \$ 500

LCAP Goal(s):

Goal 2: Engage parents, community organizations, business, and higher education institutions in the development of meaningful partnerships to support student learning.

Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students.

SCHOOL GOAL #4:

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.

STRATEGY:

What data did you use to form this goal?

Sign in sheets and attendance sheets from events and meetings. Participation rates for scheduled events, requisitions for space reservations

What were the findings from the analysis of this data?

Parents and community members stated they would like additional opportunities to attend parent and community events

How will the school evaluate the progress of this goal?

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PFO Family Connectedness Programs July 2017 to June 2018	DLan, PJan	Implement themed membership drive campaign to increase parent connectedness; restructure hospitality program to support school events, functions, and workshops; establish monthly family and restaurant night programs; partner with student council/leadership in activities providing student engagement and volunteer opportunities	\$0
MEF July 2017 to June 2018	Principal, Pozzi, MEF Leadership	Increase membership on MEF Board for	\$0
Increase Parent Volunteers July 2017 to June 2018	Principal, IRamirez, JRamirez	Increase parent volunteers and continue increased vetting (TB and fingerprinting) the system for volunteer trainings and vetting	Parent TB Costs, General Fund LCAP
Regular Parent Trainings on Technology and Social Media July 2017 to June 2018	Principal, Waggoner, Sonnenschein	Complete at least four parent technology and social media workshops for parent	Minimal costs LCAP
Outreach to parents to discuss new criteria for GATE identification October 2017 to June 2018	Principal, Waggoner, Mr. Turner	Various school stakeholder meetings (e.g. Coffee with the Superintendent/Principal, SSC, ELAC, PAC, DLAC, PFO meetings, MEF meetings, and others)	\$0
Junior High Climate Task Force, use of CHAMPS school-wide	Principal, Climate Task Force Members	Continue 2x monthly Climate Task Force meetings, and recommendations to superintendent by May 1st	MTSS Grant, \$2,500 LCAP, as needed Title I, \$0 Title III, \$0
Peer Support Network October 2017 - June 2018	Principal, Teachers	Cross age supports designed by students in student leadership	\$0

Parent Resource Meeting (PAC and other meetings)	Principal, Cousino	Socio-economically disadvantaged Parent information/resource meeting participation of both socio-economically disadvantaged families and non-socio-economically disadvantaged families under the SWP.	Title III, \$ 500
Translation and Translated Documents	Principal, Mr. Turner, IRamirez, LCousino	Mesa School will focus on increasing access to translated documents, as well as translation during key parent activities	Title I, \$0 Title III, minimal cost

LCAP Goal(s):

Goal 2: Engage parents, community organizations, business, and higher education learning institutions in the development of meaningful partnerships to support student learning.

Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students.

SCHOOL Goal #5:

Provide awards and incentives for Positive Behavior Interventions and Supports (PBIS). Provide awards for student growth resulting from interventions, Provide awards for students meeting CELDT growth. Have reclassification (REFP) celebrations. Provide awards in grades TK-8 for Student of the Month, Merit Scholar, subject matter recognition, and other academic honors. Provide awards for perfect attendance and increased/improved attendance

STRATEGY:

What data did you use to form this goal?

Number of awards earned by students, decrease in disciplinary incidents, decrease in suspensions and expulsions, CELDT results, reclassification (REFP) rates, attendance rates

What were the findings from the analysis of this data?

Parents and students would like to be recognized for their achievements and good attendance and meritorious academic work.

How will the school evaluate the progress of this goal?

Monitor REFP rates, CELDT data, disciplinary incidents, and attendance rates

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Elementary School Student of the Month Recognition October 2017 to June 2018	Principal, IRamirez, teachers	Expanded awards and recognitions for attendance and academic achievement	\$750 LCAP
Reclassification and CELDT Growth Recognition Spring 2018	Principal, Kuklenski, IRamirez	Recognition and luncheon for students and parents for reclassification and increase in ELD level (as evidenced on LPAC)	\$750 Title III, LCAP, Donation
Recognition for 100% goal meeting with Accelerated Reader	Principal, Fisher	Monthly Incentive Recess with the Principal and AR Coordinator	\$0

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<p>California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school</p>	\$
<p>Economic Impact Aid/State Compensatory Education (LCFF/SUPP/CONC-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program</p>	\$
<p>Economic Impact Aid/Limited English Proficient (LCFF/SUPP/CONC-LEP) Purpose: Develop fluency in English and academic proficiency of English learners</p>	\$
<p>Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring</p>	\$
<p>Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</p>	\$

Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
Quality Education Investment Act (QLCFF/SUPP/CONC)	\$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
School Safety and Violence Prevention Act Purpose: Increase school safety	\$
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$

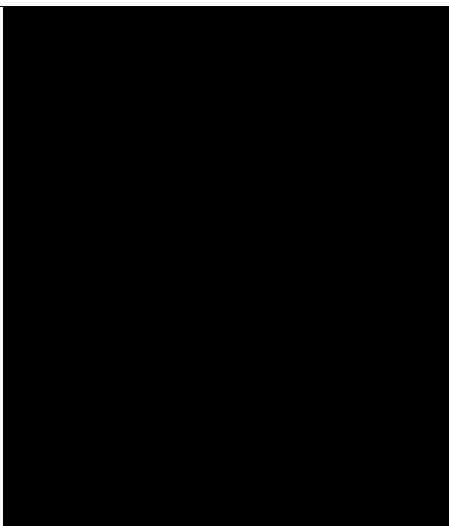
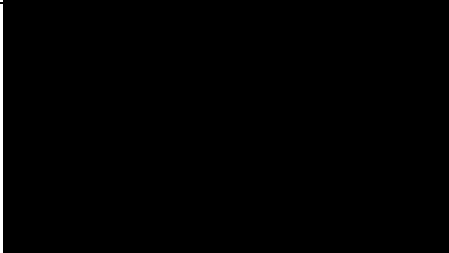
After School Programming \$

Total amount of state categorical funds allocated to this school \$

Federal Programs

Allocation

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	(\$49,963 + \$17,852 prior year rollover) \$ 58,8015
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<p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	<p>\$ 588</p>	
<p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	<p>\$ 5,880</p>	
<p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	<p>\$0</p>	
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Parent Involvement, Professional Development, Extended Day/Year) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	<p>\$ 11,570.00</p>	

Title VI, Part B: Rural Education Achievement Program

Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs \$

For School Improvement Schools only: School Improvement Grant (SIG)

Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Total amount of federal categorical funds allocated to this school \$ 70,385

Total amount of state and federal categorical funds allocated to this school \$ 70,385

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Class room Teach er	Other School Staff	Parent or Community Member
Irene Ramirez, Chairperson			X	
Dr. Stephen Bluestein	X			
Kelly Sawyer				X
Gina Trese				X
Stephanie Pierson				X
Kelsey White		X		
Sandra R. Romero				X
Christie Fisher		X		

¹ EC Section 52852

Form E: Recommendations and Assurances

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

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

X English Learner Advisory Committee  3/15/2019 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: March 20, 2018

Attested:

Dr. Stephen Bluestein
Typed name of School Principal


Signature of School Principal

March 15, 2018
Date

Mrs. Irene Ramirez
Typed name of SSC Chairperson


Signature of SSC Chairperson

3-15-18
Date