

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	56754706055123	February 27, 2020	March 26, 2020

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 and GATE Advisory Councils, which is a part of the development process of the Single Plan for Student Achievement (SPSA). As part of the process, the Council evaluated, as described in the Annual Evaluation and Update, each of the 2018-2019 SPSA goals resulting in a number of adjustments to the 2019-2020 goals, measurable outcomes, and planned strategies, as the Council worked to ensure that all students had equal access to the academic, social-emotional, and behavioral supports needed to be successful. SSC members also made sure that the 2019-2020 plan took advantage of data from newly released state assessments, in addition to local assessment tools, that enabled the school and Council to effectively evaluate the SPSA, the effective use of school resources and student success. The 2019-2020 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 SPSA needs assessment, Mesa Union maintained the number of overall students (i.e., 60%) and experienced decreases in all of the school's significant subgroups (i.e., English learners -24%, Hispanic -6%, and SED -6%) who met or exceeded state standards in English language arts. There continues to be a significant achievement gap between Hispanic, social-economic and English language learner students as compared to their counterparts.

In 2019, the number of affluent students who met or exceeded state standards in English language arts was 38% higher than the number of socioeconomic disadvantaged students who met or exceeded state standards in English language arts (i.e., 76% vs. 38%). Fifty-five percent of English Only students met or exceeded state standards in English language arts compared to 15% 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, 71% 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 among Hispanic, Socioeconomic 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	Ninety percent of all students nearly met, met or exceeded grade level standards on the local interim assessments.	The school will maintain a rate of 90% of its students who nearly meet, meet or exceed the standards in the area of English language arts on local interim assessments.
Renaissance STAR Reading Assessment	Forty-five 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
Goal 1.1: Intervention Planning Team (IPT) Meetings <ul style="list-style-type: none"> Conduct Intervention Planning Team Meetings five times during the course of the 2019-2020 school year to evaluate student achievement and targeted intervention time for all students to include students with disabilities, socioeconomic disadvantaged, and English learners 	LCFF Supplemental Grant \$625

<p>Goal 1.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"> Conduct SST meetings eight times during the course of the 2019-20 school year discuss areas of concerns and needed accommodations and supports for at-risk students 	<p>LCFF Supplemental Grant \$1,500</p>
<p>Goal 1.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> Use of BPST, STAR Reading, IAB interim assessments, CAASPP scores, and grade-data ongoing throughout the school year, aligned with scheduled Individual Plan Team meetings for at-risk students 	<p>LCFF Supplemental Grant \$6,702</p>
<p>Goal 1.4: Multi-Tiered System of Supports</p> <ul style="list-style-type: none"> Provide a K-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students Provide reading intervention teachers to support struggling students in grades K-8 	<p>LCFF Supplemental Grant \$42,086</p>
<p>Goal 1.5: Paraprofessionals</p> <ul style="list-style-type: none"> 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 	<p>LCFF Supplemental Grant \$14,588</p>
<p>Goal 1.6: Cross-Age Tutoring</p> <ul style="list-style-type: none"> Begin to develop a school-wide model for cross-age supports in ELA (i.e., vocabulary development, reading fluency and comprehension, as well as editing in writing) 	<p>\$0</p>
<p>Goal 1.7: Extended Day Intervention</p> <ul style="list-style-type: none"> Provide before or after school intervention for struggling students 	<p>Title I \$1,250</p>
<p>Goal 1.8: Extended Year Program</p> <ul style="list-style-type: none"> Provide a three-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities 	<p>Title I \$13,773</p>
<p>Goal 1.9: Parent Engagement</p> <ul style="list-style-type: none"> Provide parent reading/literacy sessions to support their students in the mastery of English Language Arts Common Core State Standards 	<p>Title I \$167</p>

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 SPSA needs assessment, Mesa Union experienced a slight increase in the area of mathematics from the 2018-2019 school year. Currently, 50% of all students have met or exceeded the standards on the CAASPP, which is a 1% increase from the previous year. Additional analysis shows that Mesa Union continues to maintain its overall math scores over the past three years with levels of proficiency fluctuating from 49% to 51%.

School subgroup performance mirrors overall student performance trends with increases in the number of students meeting or exceeding the state standards in a number of the school's significant subgroups (i.e., Hispanic +6%, female +2%, male +8%, English Only +2%). Other analyses demonstrate that the achievement gap between Hispanic, socioeconomic disadvantaged and English language learners continues when compared to their counterparts in the area of mathematics. 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-five percent of English Only students met or exceeded state standards in mathematics compared to 15% of the school's English learners, and 64% of the school's affluent students met or exceeded the state standards as compared to 31% of socioeconomic 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 for Hispanic, Socioeconomic Disadvantaged, and English language learner students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Fifty 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	Eighty-four percent of all students nearly met, 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	Fifty-two percent of 2nd-8th students met or exceeded grade level standards on the Renaissance STAR Math Assessment.	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

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 2.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> Conduct Intervention Planning Team meetings five times during the course of the 2019-2020 school year to evaluate student achievement and targeted intervention time for all students to include students with disabilities, socioeconomic disadvantaged, and English learners 	<p>LCFF Supplemental Grant \$625</p>
<p>Goal 2.2: Student Study Team Meetings (SST)</p> <ul style="list-style-type: none"> Conduct meetings eight times during the course of the 2019-2020 school year as a targeting time for at-risk students to discuss areas of concern and needed accommodations and supports 	<p>LCFF Supplemental Grant \$1,500</p>
<p>Goal 2.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> Use of Math Expressions ongoing assessments, IAB interim assessments, STAR Math, CAASPP scores and grade-level determined tests ongoing throughout the school year 	<p>\$0</p>
<p>Goal 2.4: Multi-tiered Systems of Supports</p> <ul style="list-style-type: none"> Provide a K-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students Provide an intervention specialist to support struggling students in grades K-8 in the 2019-2020 school year Provide intervention to support struggling math students in grades 6-8 	<p>\$0 Low Performing Block Grant \$21,043</p>
<p>Goal 2.5: Paraprofessionals</p> <ul style="list-style-type: none"> 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 	<p>LCFF Supplemental Grant \$14,588</p>
<p>Goal 2.6: Implementation of Math Supplementary Materials</p> <ul style="list-style-type: none"> Certificated staff will implement Math Facts in a Flash and Accelerated Math to provide tiered supports to struggling students 	<p>Low Performing Block Grant \$5,000</p>
<p>Goal 2.7: Cross-Age Tutoring</p> <ul style="list-style-type: none"> Begin to develop a school-wide model for cross-age supports in math (fact practice, math games etc.) 	<p>\$0</p>
<p>Goal 2.8: Extended Day Intervention</p> <ul style="list-style-type: none"> Before or after school intervention for struggling students with a focus on students with disabilities, socioeconomic disadvantaged and English learners 	<p>Title I \$1,750</p>

<p>Goal 2.9: Extended Year Program</p> <ul style="list-style-type: none"> Provide three-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities 	Title I \$13,772
<p>Goal 2.10: Parent Engagement</p> <ul style="list-style-type: none"> Parent math sessions to support students in the mastery of the Mathematics Common Core State Standards 	Title I \$167

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 Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Seven 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)	Twenty-two 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)	Eighteen 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 SPSA needs assessment, Mesa Union experienced a dramatic decrease in the number of English learners (i.e., from 31% to 7%) 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 2019, 63% of English Only students met or exceeded state standards in English language arts compared to 7% 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
Goal 3.1: Lesson Planning, Data Analysis, and Professional Development <ul style="list-style-type: none">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.	\$0
Goal 3.2: Effective Classroom Instruction <ul style="list-style-type: none">Certificated staff will provide designated ELD instruction to English learners with an emphasis on vocabulary development, constructive conversation skills, small group instruction, SDAIE, and reading complex text.	\$0
Goal 3.3: Professional Development <ul style="list-style-type: none">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.	Title III \$3,459
Goal 3.4: Extended Day Intervention <ul style="list-style-type: none">Before or after school intervention for English language learners with an emphasis on language acquisition to ensure access to the California State Standards	Title III \$7,820
Goal 3.5: Reclassification <ul style="list-style-type: none">Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instructionContinue to restructure and refine the reclassification criteria for ELL to align with the ELPAC assessment and CDE recommendations	\$0
Goal 3.6: Parent Engagement <ul style="list-style-type: none">Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home	Title III \$250

Goal 4

Mesa Union will create a welcoming and safe learning environment that increases 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

2018-2019 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 from the previous year. Forty-seven percent of parents report that they are members of the Parent Faculty Organization (PFO), a 2% increase in membership as compared to 2017-2018. 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/Principal, a 1% decrease from 2017-2018. Finally, 2% of parents reported that they joined the PFO for the first time in 2018-2019. 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 Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Attendance	In 2018-2019 Mesa Union school attendance rate was 96.23%.	Increase the District average attendance rate by 0.77%, from 96.23% to 97.0%.
Chronic Absenteeism	Mesa Union School’s chronic absenteeism rate was 4.3%.	Reduce the chronic absenteeism rate by 0.5%, from 4.3% to 3.8%.
Suspension Rate	Mesa Union’s suspension and/or expulsion from school rate was 5.6%.	Reduce the percentage of students that are suspended or expelled from 5.6% in 2018-2019 to 2.8% in 2019-2020.
Youth Truth Survey/California Healthy Kids Survey	Thirty-eight percent of students in grades 5-8 positively rated school culture.	Increase the number of students in grades 5-8 who positively rated school culture 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
<p>Goal 4.1: Implementation of CHAMPS</p> <ul style="list-style-type: none"> ● Provide professional development and ongoing support by the County Office of Education ● Implement and continually evaluate the District-wide CHAMPS Behavioral Program Model ● Implement instructional rounds to support consistent implementation of CHAMPS strategies (e.g., Guiding Principles, Top School Rules, Voice Level, etc.) ● Provide positive behavior intervention supports (e.g., Tiger Tags, PAWS Behavioral Referrals, etc.) 	<p>Title II \$6,383</p> <p>Title IV \$10,000</p> <p>LCFF Supplemental Grant \$1,125</p>
<p>Goal 4.2: School Connectedness</p> <ul style="list-style-type: none"> ● The school provides a part-time counselor that supports the social-emotional well being of students two days a week. ● 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.). ● 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. 	<p>LCFF Supplemental Grant \$33,250</p>
<p>Goal 4.3: Improved School Attendance</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<p>LCFF Supplemental Grant \$2,850</p>
<p>Goal 4.4: Parent Engagement</p> <ul style="list-style-type: none"> ● Mesa Union School will provide a 3.0 hour parent-liaison position ● Provide a Kindergarten Orientation to incoming Kindergarten parents ● Host an Ice Cream Social and Orientation for families of new incoming students prior to the beginning of the school year ● Provide students and parents of incoming sixth grade students an orientation prior to the beginning of the school year ● Work with Oxnard Union High School District to provide parent orientation for entering 9th grade students ● Provide an informational meeting for parents to support students in their social-emotional development. 	<p>LCFF Supplemental Grant \$11,375</p> <p>Title I \$500</p> <p>Title I \$315</p>

Annual Review and Update

SPSA Year Reviewed: 2018-2019

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.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP)	Sixty-five percent of all students will meet or exceed the standards as measured on the CAASPP.	Sixty percent of all students met or exceeded the standards as measured on the CAASPP.
District Interim Assessments	Thirty-three percent of all students will meet or exceed grade level standards on the local interim assessments.	Ninety percent of all students nearly met, met or exceeded grade level standards on the local interim assessments.
Renaissance STAR Reading Assessment	Forty-nine percent of all students will score at or above grade level on the Renaissance Star Reading Assessment.	Forty-five percent of all students scored at or above grade level on the Renaissance Star Reading Assessment.

Goal 1: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
<p>Goal 1.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> 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, socioeconomic disadvantaged, and English learners. 	<p>Mesa Union held debrief meetings five times during the course of the 2018-2019 school year to discuss, identify, and implement academic accommodations and supports for at-risk students to include students with disabilities, socioeconomic disadvantaged, and English learners.</p>	<p>LCFF Supplemental Grant \$625</p>	<p>LCFF Supplemental Grant \$500</p>

<p>Goal 1.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"> ● 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 concern and needed accommodations and supports. 	<p>Mesa Union School held meetings eight times during the course of the 2018-19 school to discuss at-risk students.</p>	<p>LCFF Supplemental Grant \$500</p>	<p>LCFF Supplemental Grant \$1,000</p>
<p>Goal 1.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> ● Use of BPST, STAR Reading, IAB interim assessments, CAASPP scores, and grade-level selected data ongoing throughout the entire school year, and aligned with IPT meetings throughout the entire school year. 	<p>Mesa Union School utilized the BPST, STAR Reading, IAB interim assessments, CAASPP scores, and grade-level selected data ongoing throughout the entire school year, to inform daily instruction as well as identify academic student interventions to be implemented as part of the IPT process.</p>	<p>Title I \$1,297 LCFF \$6,702</p>	<p>Title I \$1,555 LCFF \$6,836</p>
<p>Goal 1.4: Tiered Interventions</p> <ul style="list-style-type: none"> ● Provide reading intervention teachers to support struggling students in grades K-8. 	<p>Mesa Union provides two reading intervention teachers to support struggling students in grades K-8.</p>	<p>LCFF Supplemental Grant \$42,086</p>	<p>LCFF Supplemental Grant \$44,190</p>
<p>Goal 1.5: Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. 	<p>Mesa Union provided one-on-one tutoring and small group instruction in K-1 classrooms.</p>	<p>LCFF Supplemental Grant \$13,894</p>	<p>LCFF Supplemental Grant \$14,588</p>
<p>Goal 1.6: Cross-Age Tutoring</p> <ul style="list-style-type: none"> ● Cross age supports in ELA (i.e., vocabulary development, reading fluency and 	<p>Mesa Union provided cross-age supports in ELA (i.e., vocabulary development, reading fluency and comprehension,</p>	<p>\$0</p>	<p>\$0</p>

comprehension, as well as editing in writing).	as well as editing in writing) on a teacher voluntary basis.		
Goal 1.7: Extended Day Intervention ● Provide before or after school intervention for struggling students	Mesa Union did not provide any before or after school intervention for struggling students.	Title I \$1,250	Title I \$0
Goal 1.8: Extended Year Program ● Provide three-week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities	Mesa Union provided a three-week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities.	Title I \$14,208	Title I 14,918
Goal 1.9: Parent Engagement ● Parent reading/literacy sessions to support their students in the mastery of English Language Arts Common Core State Standards	Mesa Union provided sessions at the reading/literacy night to support students in the mastery of English Language Arts Common Core State Standards.	Title I \$167	Title I \$210

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:

Provide before or after school intervention for struggling students

1. Goal 1.6: Cross-Age Tutoring

The strategy was not implemented systematically resulting in inconsistent delivery of tutoring supports across the K-8 spectrum.

2. Goal 1.7 Extended Day Intervention

The school did not provide before and/or after school intervention to struggling students.

2. Goal 1.9: Parent Engagement

The school hosted Back to School Night, Open House, and parent workshops that provided information, strategies, and resources for parents to support their students in homework completion and mastery of content standards in the English language arts. Despite these efforts, parent participation in evening workshops was very low.

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 allowed the school to maintain the number of "All" students meeting or exceeding the standards, as measured by the California Assessment of Student Performance and Progress at 60%. However, the school experienced decreases in all of its significant subgroups (i.e., English learners -24%, Hispanic -6%, and SED -6%) who met or exceeded state standards in English language arts. There continues to be a significant achievement gap between Hispanic, social-economic and English language learner students as compared to their counterparts.

In 2019, the number of affluent students who met or exceeded state standards in English language arts was 38% higher than the number of socioeconomic disadvantaged students who met or exceeded state standards in English language arts (i.e., 76 % vs. 38%). Fifty-five percent of English Only students met or exceeded state standards in English language arts compared to 15% 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, 71% of White non-Hispanic students met or exceeded the standards compared to 50% of the school's Hispanic students.

The District benchmark assessment results increased dramatically as the District continues its efforts to align the rigor of local and state assessments to increase the validity and reliability of its measure tools. As a result of these changes, a new school baseline was created in the 2019-2020, which includes the percent of students who nearly met and or met grade level standards. This new formula resulted in 90% of Mesa Union students meeting this criteria. This is a 48% increase as compared to the school's prior year report.

Final analysis shows that the school's ELA results remained static and that further improvement in overall student achievement in the area of English language arts, as well as implementation of evidence-based services to narrow the achievement gap for Hispanic, Socioeconomic Disadvantaged, and English language learner students is warranted.

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

One thousand, two hundred fifty dollars that were earmarked to provide after school intervention to struggling students was not utilized. Those dollars were rerouted to support instructional supports within the school day.

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.

There were no significant changes made to Goal 1 of the SPSA. However, as indicated above, as the school continues to work towards aligning its benchmark assessments in the area of English language arts with the California Assessment of Student Performance and Progress, a new school benchmark assessment baseline was created. In addition, the school has implemented a new Multi-Tiered System of Supports that provides a target time focused on providing additional

instructional supports for struggling, on-level, and challenge students in the area of English language arts.

Goal 2

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	Forty-eight percent of all students will meet or exceed the standards as measured on the CAASPP.	Fifty percent of all students met or exceeded the standards as measured on the CAASPP.
District Benchmark Assessments	Forty-two percent of all students will meet or exceed grade level standards on the local interim assessments.	Eighty-four percent of all students nearly met, met or exceeded grade level standards on the local interim assessments.
	Mesa Union will develop a baseline data in 2018-2019.	Fifty-two percent of 2nd-8th grade students met or exceeded grade level standards on the Renaissance STAR Math Assessment.

Goal 2 Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
<p>Goal 2.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> 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, socioeconomic disadvantaged, and English learners 	Mesa Union did not hold meetings during the course of the 2018-2019 school year to discuss, identify, and implement academic accommodations and supports for at-risk students to include students with disabilities, socioeconomic disadvantaged, and English learners.	LCFF Supplemental Grant \$625	LCFF \$0
<p>Goal 2.2: Student Study Team Meetings (SST)</p> <ul style="list-style-type: none"> Hold meetings eight times during the course of the 2018-19 school year as a 	Mesa Union School held meetings eight times during the course of the 2018-19 school to discuss at-risk students.	LCFF Supplemental Grant \$500	LCFF Supplemental Grant \$1000

targeting time for at-risk students to discuss areas of concern and needed accommodations and supports			
<p>Goal 2.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> • Use of Math Expressions ongoing assessments, IAB interim assessments, STAR Math, CAASPP scores and grade-level determined tests ongoing throughout the school year 	Mesa Union School utilized the BPST, STAR Math, IAB interim assessments, CAASPP scores, and grade-level determined data ongoing throughout the entire school year, to inform daily instruction as well as identify academic student interventions to be implemented as part of the IPT process.	\$0	Low Performing Block Grant \$3,000
<p>Goal 2.4: Tiered Interventions</p> <ul style="list-style-type: none"> • Provide intervention to support struggling math students in grades 6-8 • Provide an intervention specialist to support struggling students in grades K-8 in the upcoming 2019-2020 school year 	<p>Mesa Union school provided intervention to support struggling math students in grades 6-8.</p> <p>Mesa Union School could not find a qualified candidate and therefore, did not provide an intervention specialist to support struggling students in grades K-8 in the area of mathematics.</p>	Low Performing Block Grant \$21,043	Low Performing Block Grant \$0
<p>Goal 2.5: Paraprofessionals</p> <ul style="list-style-type: none"> • 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 	Mesa Union School provided one-on-one tutoring and small group instruction in K-1 classrooms.	LCFF Supplemental Grant \$13,894	LCFF Supplemental Grant \$14,588
<p>Goal 2.6: Implementation of Math Supplementary Materials</p> <ul style="list-style-type: none"> • Certificated staff will implement Math Facts in a Flash and Accelerated Math to provide tiered supports to struggling students 	Certificated staff on a voluntary basis implemented supplementary math materials to include Mact Facts in a Flash and Accelerated Math.	Low Performing Block Grant \$5,000	Low Performing Block Grant \$5,000
Goal 2.7: Cross-Age Tutoring	Mesa Union provided cross-age tutoring supports in	\$0	\$0

<ul style="list-style-type: none"> ● Cross-age supports in mathematics (fact practice, math games etc.) 	mathematics on a voluntary basis		
<p>Goal 2.8: Extended Day Intervention</p> <ul style="list-style-type: none"> ● Provide before or after school intervention for struggling students with a focus on students with disabilities, socioeconomic disadvantaged students and English learners 	Mesa Union School did not provide before or after school intervention for struggling students with a focus on students with disabilities, socioeconomic disadvantaged students and English learners.	Title I \$1,750	Title I \$753
<p>Goal 2.9: Extended Year Program</p> <ul style="list-style-type: none"> ● Provide three-week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities 	Mesa Union School provided a three-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities.	Title I \$14,208	Title I \$14,208
<p>Goal 2.10: Parent Engagement</p> <ul style="list-style-type: none"> ● Parent math sessions to support their students in the mastery of the Mathematics Common Core State Standards. 	Certificated teachers provided parent math workshop sessions to support their students in the mastery of the Mathematics Common Core State Standards	Title I \$168	Title I \$262.00

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 exceptions:

Goal 2.4 Tiered Interventions

Provide an intervention specialist to support struggling students in grades TK-8 in the upcoming 2018-2019 school year.

Goal 2.7: Cross-Age Tutoring

The strategy was not implemented within a system, resulting in inconsistent delivery of tutoring supports across the TK-8 spectrum.

Provide before or after school intervention for struggling students with a focus on students with disabilities, socioeconomic disadvantaged students and English learners.

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

Mesa Union's implementation of strategies and activities outlined in Goal 2 resulted in a slight increase in the number of students who met or exceeded the state standards as measured on the California Assessment of Student Performance and Progress (CAASPP) from the 2018-2019 school year. Currently, 50% of all students have met or exceeded the standards on the CAASPP, which is a 1% increase from the previous year. Additional analysis shows that Mesa Union continues to maintain its overall math scores over the past three years with levels of proficiency fluctuating from 49% to 51%.

School subgroup performance mirrors overall student performance trends with increases in the number of students meeting or exceeding the state standards in a number of the school's significant subgroups (i.e., Hispanic +6%, female +2%, male +8%, English Only +2%).

Local assessments, which encompass both District interim assessments (e.g., 84% nearly met or met) as well as the administration of the new STAR Math assessments (e.g., 52% met), also demonstrate SPSA strategies and activities yielded increases in student achievement in mathematics.

Basis for this Goal

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

As indicated in Goal 2.4 Tiered Interventions, the school did not expend \$21,043 as anticipated to provide an intervention specialist to support struggling students in grades TK-8 during the 2018-2019 school year. Mesa Union was not able to secure a certificated staff member with the appropriate teaching credential. In addition, there was a material difference of \$1,000 in Goal 2.8 Extended Day Intervention as after school intervention staff participation was limited. Finally, as recorded in Goal 2.3 Student Achievement Program, the school expended \$3,000, which was not anticipated, to purchase the STAR Math Assessment.

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.

There were no significant changes made to Goal 1 of the SPSA. However, as indicated above, as the school continues to work towards aligning its benchmark assessments in the area of mathematics with the California Assessment of Student Performance and Progress, a new school benchmark assessment baseline was created. In addition, as planned, the school administered the STAR Math interim assessment to complement the District's benchmark assessment. Finally, the school has implemented a new Multi-Tiered System of Supports that provides a target time focused on providing additional instructional supports for struggling, on-level, and challenge students in the area of mathematics.

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.

ANNUAL MEASURABLE OUTCOMES

	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP)	Thirty-four percent of English language learners will meet or exceed the standards as measured on the CAASPP.	Seven percent of English language learners met or exceeded the standards as measured on the CAASPP.
English Language Proficiency Assessments for California (ELPAC)	Sixty-seven percent of English language learners will demonstrate language proficiency on the ELPAC.	Twenty-two percent of English language learners demonstrated language proficiency on the ELPAC.
A Developmental English Proficiency Test (ADEPT)	Eight percent of English language learners demonstrated language proficiency on the ADEPT.	Eighteen percent of English language learners demonstrated language proficiency on the ADEPT.

Goal 3: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Goal 3.1: Lesson Planning, Data Analysis, and Professional Development • Certificated staff of English learners will analyze data (ELPAC, ELD Progress Reports, SBAC, AMAO's, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.	Certificated staff of English learners analyzed data (ELPAC, ELD Progress Reports, SBAC, AMAO's, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.	\$0	\$0
Goal 3.2: Effective Classroom Instruction	Certificated staff provided designated ELD instruction	\$0	\$0

<ul style="list-style-type: none"> ● 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. 	<p>to English learners with an emphasis on vocabulary development, constructive conversations skills, small group instruction, SDAIE, and reading complex text.</p>		
<p>Goal 3.3: Professional Development</p> <ul style="list-style-type: none"> ● 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. 	<p>Certificated staff participated in ongoing 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.</p>	<p>Title III \$7,820</p>	<p>Title III \$7,200</p>
<p>Goal 3.4: Extended Day Intervention</p> <ul style="list-style-type: none"> ● 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 	<p>The school did not 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.</p>	<p>Title III \$3,500</p>	<p>Title III \$0</p>
<p>Goal 3.5: Reclassification</p> <ul style="list-style-type: none"> ● Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction ● Continue to restructure and refine the reclassification criteria for ELL to align with the ELPAC assessment and CDE recommendations 	<p>The school communicated areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction.</p> <p>The District continued to restructure and refine the reclassification criteria for ELL to align with the ELPAC assessment and CDE recommendations.</p>	<p>\$0</p>	<p>\$0</p>
<p>Goal 3.6: Parent Engagement</p> <ul style="list-style-type: none"> ● Provide an informational meeting for parents of English language learners to 	<p>The school provided an informational meeting for parents of English language learners to describe</p>	<p>Title III \$250</p>	<p>Title III \$0</p>

describe reclassification criteria and how parents can support language acquisition at home	reclassification criteria and how parents can support language acquisition at home.		
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mesa Union successfully implemented the strategies outlined above in relation to Goal 3 of the 2018-2019 school plan.

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

Overall effectiveness of strategies and activities outlined Goal 3 in the 2018-2019 may come into question as Mesa Union experienced a dramatic decrease in the number of English learners (i.e., from 29% to 7%) who met or exceeded state standards in English language arts despite increasing services to students. Longitudinal data and education research bear out that the identified strategies will prove to be successful over time for Mesa Union English learners.

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

The school had one material difference between proposed expenditures and estimated actual expenditures as a result of the school not providing before or after school intervention for English language learners with an emphasis on language acquisition to ensure access to the California State Standards as indicated in Goal 3 Extended Day Intervention of the SPSA.

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.

Mesa Union continues to focus on shifting fiscal resources to provide additional services to students. As outlined in Goal 3.3: Professional Development of the SPSA, Mesa Union will continue to support ongoing certificated staff professional development that focuses on integrated ELD instruction. However, funding has been reallocated by 50% to allow the school to provide additional extended day intervention as described in Goal 3.4 Extended Day Intervention.

In closing, Mesa Union continues to provide parents of English language learner’s information regarding the District’s reclassification criteria and language acquisition support strategies at home as part of 3.6 Parent Engagement.

Goal 4

Mesa Union will create a welcoming and safe learning environment that increases 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.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Attendance	The District will maintain an average attendance rate of 97.0%.	In 2018-2019 Mesa Union School attendance rate was 96.23%.
Chronic Absenteeism	The District will reduce the chronic absenteeism rate 0.5%, from 7% to 6.5%.	Mesa Union School's chronic absenteeism rate was 6.3%.
Suspension Rate	The District will maintain the percentage of students that are suspended or expelled from school below 1%.	Mesa Union's suspension and/or expulsion from school rate was 5.6%.
YouthTruth Survey/California Healthy Kids Survey	The District will increase the number of students reporting that grown-ups tell them when they do a good job by 5%.	Thirty percent of students in grades 5-8 positively rated school culture.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
<p>Goal 4.1: Implementation of CHAMPS</p> <ul style="list-style-type: none"> • Provide professional development and ongoing support by the County Office of Education • Implement and continually evaluate the District-wide CHAMPS Behavioral Program Model • Implement instructional rounds to support 	<ul style="list-style-type: none"> • Mesa Union School provided professional development and ongoing support by the County Office of Education • Mesa Union School Implemented and continually evaluated the District-wide CHAMPS Behavioral Program Model 	<p>Title II 10,000</p> <p>Title IV \$5,424</p> <p>LCFF</p>	<p>Title II \$6,933</p>

<p>consistent implementation of CHAMPS strategies (e.g., Guiding Principles, Top School Rules, Voice Level, etc.)</p> <ul style="list-style-type: none"> ● Provide positive behavior intervention supports (e.g., Tiger Tags, PAWS Behavioral Referrals, etc.) 	<ul style="list-style-type: none"> ● Mesa Union School implemented instructional rounds to support consistent implementation of CHAMPS strategies (e.g., Guiding Principles, Top School Rules, Voice Level, etc.) ● Mesa Union School provided positive behavior intervention supports (e.g., Tiger Tags, PAWS Behavioral Referrals, etc.) 	<p>Supplemental Grant \$1,125</p>	<p>LCFF Supplemental Grant \$150</p>
<p>Goal 4.2: School Connectedness</p> <ul style="list-style-type: none"> ● 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.). ● 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. 	<ul style="list-style-type: none"> ● Mesa Union school hosted and supported school-wide activities that promote the development of compassion, kindness, and empathy (e.g., Tolerance Week, Great Kindness Challenge, Monthly Character Trait Awards, etc.). ● Mesa Union School promoted and supported Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.) to increase school connectedness. 	<p>LCFF Supplemental Grant \$1,300</p>	<p>LCFF Supplemental Grant \$1,186</p>
<p>Goal 4.3: Improved School Attendance</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Mesa Union School promoted school attendance through weekly publications in the school's Mesa Matters publication, monthly and trimester perfect attendance awards, lunch with the 	<p>LCFF Supplemental Grant \$2,850</p>	<p>LCFF Supplemental Grant \$3,537</p>

<ul style="list-style-type: none"> 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. 	<p>principal, and other incentives.</p> <ul style="list-style-type: none"> Mesa Union school regularly met 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. 		
<p>Goal 4.4: Parent Engagement</p> <ul style="list-style-type: none"> Provide a Kindergarten Orientation to incoming Kindergarten parents Host an Ice Cream Social and Orientation for families of new incoming students prior to the beginning of the school year Provide students and parents of incoming sixth grade students an orientation prior to the beginning of the school year Work with Oxnard Union High School District to provide parent orientation for entering 9th grade students 	<ul style="list-style-type: none"> Mesa Union School provide a Kindergarten Orientation to incoming Kindergarten parents Mesa Union School hosted an Ice Cream Social and Orientation for families of new incoming students prior to the beginning of the school year Mesa Union School provided students and parents of incoming sixth grade students an orientation prior to the beginning of the school year Mesa Union School worked with Oxnard Union High School District to provide parent orientation for entering 9th grade students 	<p>Title I \$500</p>	<p>Title I \$105</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. On going analysis of California Healthy Kids Survey and Youth Truth school climate survey

data has informed Mesa Union School's work to improve school connectedness and overall school culture.

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

Mesa Union School effectively implemented the strategies/activities embedded in Goal 4 of the SPSA. The school maintained an attendance rate over 96% while reducing chronic absenteeism from 7% to 6.3%. In addition, the school administered the nationally normed Youth Truth survey to students in the 2018-2019 school year. The survey provides a valid measure of perceptions of student engagement, relationships with peers, relationships with teachers, academic rigor and overall school culture. 95% of students enrolled in the District in grades 5 through 8 completed the survey.

Mesa Union's family survey results, as compared to similar schools throughout the country, scored above the national average in the area of school culture (80% vs. 73%), student engagement (76% vs. 58%), school safety (60% vs. 57%), resources (70% vs. 63%) and communication and feedback (65% vs. 62%). Mesa Union scored at the national average in relationships at 76%.

Finally, the District also administers the California Healthy Kids Survey to students in grades 5 and 7 biannually. The latest results indicate that 68% of students feel connected to school; 55% of students report that they maintain caring relationships with adults; and 48% of students report they feel safe at school.

In closing, Mesa Union's TK-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 SPSA. 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.

Goal 4.1 -Implementation of CHAMPS - There was a material difference in Goal 4.1 (eg: professional development) for CHAMPS of \$8,491. As projected, professional development costs to support the implementation of CHAMPS was significantly less. Unused dollars were shifted to support professional development for beginning teachers in the district.

Goal 4.1 -Implementation of CHAMPS - There was a material difference in Goal 4.1 (eg: positive behavior intervention supports) of \$975 as a result of planned purchases for posters to be posted on campus were donated.

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.

There are no significant changes to Goal 4 and/or strategies/activities embedded within the school's Single Plan for Student Achievement.

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

\$59,606.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$160,624.50

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I	\$31,694
Title II	\$6,383
Title III	\$11,529
Title IV	\$10,000

Subtotal of consolidated federal funds for this school: \$59,606

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

State or Local Programs (Low Performing Block Grant)	\$26,043
Local Control Funding Formula	\$130,814

Subtotal of consolidated state or local funds for this school: \$156,857

Total of consolidated (federal, state, and/or local) funds for this school: \$220,231

Addendum

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.

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 socioeconomically 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