

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mesa Elementary School	19 64436 6012561	December 20, 2024	January 9, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mesa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mesa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

1. **Comprehensive Needs Assessment:** Identifying areas requiring urgent attention and resources.
2. **Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
3. **Highly Qualified Teachers:** Ensuring all instructors meet high professional standards.
4. **Professional Development:** Providing continuous learning opportunities for staff.
5. **Parental Involvement:** Engaging families in educational processes and decision-making.
6. **Transition Plans:** Supporting students during key educational transitions.
7. **Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
8. **Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning:** For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:

The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:

All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

How, when, and with whom did Mesa Elementary 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

Parents participate in School Site Council and PTA. The Parent Leadership Institute provides parent workshops to parents at our school. Our School, Family, Community Outreach liaison supports parent involvement at our school. Our full time school counselor also provides parent workshops and supports the education of students and promotes parent and family engagement. The School Site Council annually conducts a comprehensive needs assessment to identify school needs and inform the SPSA goals. It reviews the SPSA annually to determine the impact of its goals and to make modifications as needed. The SSC reviews, develops and approves the Title 1 and Targeted SPSA budget.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.

- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

There are several strategies we will implement to improve the performance of English Language Learners (ELLs). ELLs will be provided with targeted language support. Sheltered instruction strategies will be implemented to make content more accessible to ELLs. Strategies may include visuals, hands-on activities, and modified texts. ELLs will have individualized learning plans. These will identify their specific language proficiency levels and academic needs, help us track and analyze assessment data and allow us to make adjustment to strategies. Professional development will be provided to teachers focused on ELL strategies, cultural competency, and differentiation techniques. The professional development will equip staff with the tools needed to support ELLs effectively.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Data Analysis

Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys

This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:

- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.

Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESSA).

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and

veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC).

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESSA).

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC).

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESSA).

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirements.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)

- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mesa Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.41%	0.38%	3	3	3
African American	2.4%	2.04%	1.39%	18	15	11
Asian	25.1%	26.70%	31.14%	191	196	246
Filipino	2.5%	2.45%	2.41%	19	18	19
Hispanic/Latino	56.2%	56.40%	53.42%	427	414	422
Pacific Islander	0.7%	0.54%	0.25%	5	4	2
White	11.3%	9.40%	7.97%	86	69	63
Multiple/No Response	1.3%	1.63%	2.15%	10	12	17
Total Enrollment				760	734	790

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	150	142	162
Grade 1	144	122	114
Grade 2	139	130	132
Grade3	113	124	140
Grade 4	117	107	127
Grade 5	97	109	115
Total Enrollment	760	734	790

Conclusions based on this data:

1. Mesa Elementary School's student population has remained relatively constant, noticing a slight decrease.
2. Mesa attributes its steady student population to a variety of factors: school success, economy, population trends, etc.
3. In addition, the overall cultural and climate of the school attracts families from throughout the San Gabriel Valley.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	90	98	108	11.8%	13.4%	13.7%
Fluent English Proficient (FEP)	61	81	109	8.0%	11.0%	13.8%
Reclassified Fluent English Proficient (RFEP)	5			5.6%		

Conclusions based on this data:

1. Mesa Elementary attributes its reclassifications to a school wide instructional focus that examines strategies to improve student learning and student outcomes.
2. Mesa Elementary attributes reclassifications to district level and site level support.
3. Mesa Elementary continues to provide professional support to teachers and staff with the aim of increased student performance.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	123	136	131	120	135	127	120	135	127	97.6	99.3	96.9
Grade 4	107	126	134	106	124	134	106	124	134	99.1	98.4	100
Grade 5	108	113	124	105	112	123	105	112	123	97.2	99.1	99.2
All Grades	338	375	389	331	371	384	331	371	384	97.9	98.9	98.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2472.	2467.	38.33	45.19	48.82	26.67	23.70	18.11	20.83	17.04	11.81	14.17	14.07	21.26
Grade 4	2498.	2503.	2506.	39.62	41.94	41.79	25.47	26.61	25.37	16.98	14.52	14.93	17.92	16.94	17.91
Grade 5	2502.	2537.	2547.	20.95	34.82	42.28	30.48	26.79	30.08	22.86	21.43	15.45	25.71	16.96	12.20
All Grades	N/A	N/A	N/A	33.23	40.97	44.27	27.49	25.61	24.48	20.24	17.52	14.06	19.03	15.90	17.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.67	31.11	29.13	66.67	61.48	56.69	6.67	7.41	14.17
Grade 4	33.96	27.42	29.10	52.83	61.29	60.45	13.21	11.29	10.45
Grade 5	20.00	29.46	29.27	65.71	59.82	60.98	14.29	10.71	9.76
All Grades	26.89	29.38	29.17	61.93	60.92	59.38	11.18	9.70	11.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.83	27.41	39.37	54.17	57.78	40.16	15.00	14.81	20.47
Grade 4	27.36	22.58	28.36	58.49	62.10	54.48	14.15	15.32	17.16
Grade 5	18.10	29.46	33.33	57.14	53.57	55.28	24.76	16.96	11.38
All Grades	25.68	26.42	33.59	56.50	57.95	50.00	17.82	15.63	16.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.00	24.44	15.75	76.67	68.15	70.87	8.33	7.41	13.39
Grade 4	19.81	19.35	16.42	72.64	71.77	69.40	7.55	8.87	14.18
Grade 5	13.33	21.43	21.14	70.48	67.86	70.73	16.19	10.71	8.13
All Grades	16.01	21.83	17.71	73.41	69.27	70.31	10.57	8.89	11.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.17	30.37	29.92	65.00	59.26	57.48	10.83	10.37	12.60
Grade 4	22.64	25.00	26.87	66.04	66.13	65.67	11.32	8.87	7.46
Grade 5	14.29	31.25	28.46	67.62	57.14	61.79	18.10	11.61	9.76
All Grades	20.54	28.84	28.39	66.16	60.92	61.72	13.29	10.24	9.90

Conclusions based on this data:

1. Overall achievement and proficiency in ELA has increased positively for all grade levels. Mesa has seen growth for all student groups in Grades 3-5 SBAC results.
2. Staff at Mesa Elementary School has focused on small group instruction to support students at their ability level.
3. Ongoing professional development helps educators stay informed about best practices and effective instructional strategies to support literacy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	123	136	131	120	134	128	120	134	128	97.6	98.5	97.7
Grade 4	107	126	134	106	124	134	106	124	134	99.1	98.4	100
Grade 5	108	113	124	106	112	124	106	112	124	98.1	99.1	100
All Grades	338	375	389	332	370	386	332	370	386	98.2	98.7	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2478.	2485.	2480.	41.67	41.04	48.44	30.00	32.84	21.09	15.00	17.16	16.41	13.33	8.96	14.06
Grade 4	2480.	2514.	2497.	22.64	37.10	29.85	20.75	27.42	26.87	41.51	25.81	25.37	15.09	9.68	17.91
Grade 5	2484.	2514.	2523.	16.04	25.89	28.23	12.26	13.39	23.39	35.85	36.61	25.81	35.85	24.11	22.58
All Grades	N/A	N/A	N/A	27.41	35.14	35.49	21.39	25.14	23.83	30.12	25.95	22.54	21.08	13.78	18.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.67	41.04	43.75	48.33	50.75	40.63	15.00	8.21	15.63
Grade 4	19.81	31.45	26.12	61.32	52.42	54.48	18.87	16.13	19.40
Grade 5	11.32	23.21	25.00	60.38	61.61	57.26	28.30	15.18	17.74
All Grades	23.19	32.43	31.61	56.33	54.59	50.78	20.48	12.97	17.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.83	35.07	37.50	55.83	57.46	51.56	8.33	7.46	10.94
Grade 4	23.58	31.45	31.34	60.38	55.65	47.76	16.04	12.90	20.90
Grade 5	9.43	16.07	18.55	66.04	71.43	54.84	24.53	12.50	26.61
All Grades	23.49	28.11	29.27	60.54	61.08	51.30	15.96	10.81	19.43

Conclusions based on this data:

1. Overall achievement in mathematics has increased, with particularly positive growth noted in the SBAC data for Grades 3-5.
2. While small group instruction has been a key area of focus and has proven effective in addressing mathematical understanding, there is still a significant need to develop more effective teaching practices in math, particularly for upper-grade students. As mathematical concepts become more complex in higher grades, teachers must adopt strategies that not only strengthen foundational skills but also encourage critical thinking, problem-solving, and conceptual understanding.
3. Intervention programs have effectively supported students by providing targeted assistance that addresses their specific learning needs and helps them build essential skills.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1514.9	1483.8	1463.5	1501.6	1467.2	1442.2	1545.9	1522.3	1513.4	26	33	29
1	1458.2	*	1470.0	1476.5	*	1482.1	1439.5	*	1457.7	20	10	13
2	1539.0	1505.9	*	1548.9	1528.4	*	1528.5	1483.1	*	24	19	7
3	1511.8	1516.0	1524.1	1542.5	1535.4	1533.9	1480.7	1496.1	1513.6	16	15	15
4	*	1483.5	*	*	1499.6	*	*	1466.7	*	6	11	9
5	*	*	1519.3	*	*	1533.0	*	*	1505.2	6	8	12
All Grades										98	96	85

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	65.38	45.45	48.28	23.08	42.42	31.03	7.69	6.06	13.79	3.85	6.06	6.90	26	33	29
1	20.00	*	15.38	40.00	*	46.15	30.00	*	30.77	10.00	*	7.69	20	*	13
2	58.33	21.05	*	37.50	63.16	*	0.00	15.79	*	4.17	0.00	*	24	19	*
3	43.75	40.00	40.00	25.00	33.33	46.67	12.50	26.67	6.67	18.75	0.00	6.67	16	15	15
4	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
5	*	*	25.00	*	*	41.67	*	*	8.33	*	*	25.00	*	*	12
All Grades	46.94	33.33	34.12	35.71	40.63	43.53	10.20	18.75	12.94	7.14	7.29	9.41	98	96	85

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	69.23	36.36	27.59	15.38	45.45	41.38	11.54	9.09	24.14	3.85	9.09	6.90	26	33	29
1	50.00	*	23.08	25.00	*	69.23	20.00	*	7.69	5.00	*	0.00	20	*	13
2	91.67	63.16	*	0.00	31.58	*	4.17	5.26	*	4.17	0.00	*	24	19	*
3	75.00	73.33	73.33	6.25	26.67	20.00	6.25	0.00	0.00	12.50	0.00	6.67	16	15	15
4	*	45.45	*	*	36.36	*	*	0.00	*	*	18.18	*	*	11	*
5	*	*	50.00	*	*	25.00	*	*	8.33	*	*	16.67	*	*	12
All Grades	70.41	52.08	48.24	15.31	33.33	34.12	9.18	7.29	10.59	5.10	7.29	7.06	98	96	85

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	39.39	44.83	34.62	36.36	27.59	19.23	18.18	20.69	0.00	6.06	6.90	26	33	29
1	10.00	*	23.08	20.00	*	38.46	35.00	*	7.69	35.00	*	30.77	20	*	13
2	25.00	5.26	*	62.50	63.16	*	12.50	21.05	*	0.00	10.53	*	24	19	*
3	12.50	6.67	6.67	43.75	33.33	46.67	18.75	33.33	40.00	25.00	26.67	6.67	16	15	15
4	*	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
5	*	*	0.00	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
All Grades	22.45	17.71	21.18	41.84	40.63	41.18	24.49	22.92	23.53	11.22	18.75	14.12	98	96	85

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	65.38	60.61	27.59	30.77	36.36	68.97	3.85	3.03	3.45	26	33	29
1	35.00	*	53.85	60.00	*	46.15	5.00	*	0.00	20	*	13
2	58.33	36.84	*	41.67	63.16	*	0.00	0.00	*	24	19	*
3	68.75	26.67	20.00	18.75	66.67	80.00	12.50	6.67	0.00	16	15	15
4	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
5	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
All Grades	54.08	44.79	31.76	41.84	47.92	63.53	4.08	7.29	4.71	98	96	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	61.54	27.27	34.48	30.77	57.58	41.38	7.69	15.15	24.14	26	33	29
1	50.00	*	46.15	35.00	*	46.15	15.00	*	7.69	20	*	13
2	87.50	84.21	*	4.17	15.79	*	8.33	0.00	*	24	19	*
3	68.75	100.00	86.67	25.00	0.00	6.67	6.25	0.00	6.67	16	15	15
4	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
5	*	*	75.00	*	*	8.33	*	*	16.67	*	*	12
All Grades	67.35	62.50	60.00	24.49	28.13	25.88	8.16	9.38	14.12	98	96	85

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	42.42	44.83	50.00	54.55	48.28	0.00	3.03	6.90	26	33	29
1	20.00	*	38.46	35.00	*	30.77	45.00	*	30.77	20	*	13
2	33.33	5.26	*	66.67	84.21	*	0.00	10.53	*	24	19	*
3	12.50	6.67	6.67	56.25	60.00	80.00	31.25	33.33	13.33	16	15	15
4	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
5	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
All Grades	28.57	21.88	24.71	56.12	57.29	58.82	15.31	20.83	16.47	98	96	85

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	73.08	69.70	62.07	26.92	21.21	31.03	0.00	9.09	6.90	26	33	29
1	5.00	*	0.00	80.00	*	84.62	15.00	*	15.38	20	*	13
2	37.50	21.05	*	58.33	78.95	*	4.17	0.00	*	24	19	*
3	25.00	26.67	13.33	62.50	66.67	80.00	12.50	6.67	6.67	16	15	15
4	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
5	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
All Grades	35.71	34.38	25.88	58.16	54.17	63.53	6.12	11.46	10.59	98	96	85

Conclusions based on this data:

1. ELPAC data indicates the majority of tested students are in the "moderately developed" domain performance level.
2. While the ELPAC data is encouraging, the school continues to prioritize strategies to support language learners year-round and beyond reclassification.
3. Mesa continues to see an annual increase in its reclassification rates.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
790	46.2	13.7	0.3
Total Number of Students enrolled in Mesa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	13.7
Foster Youth	2	0.3
Homeless	4	0.5
Socioeconomically Disadvantaged	365	46.2
Students with Disabilities	70	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4
American Indian	3	0.4
Asian	246	31.1
Filipino	19	2.4
Hispanic	422	53.4
Two or More Races	17	2.2
Pacific Islander	2	0.3
White	63	8

Conclusions based on this data:

1. Mesa Elementary continues to support the school's diverse population and address needs as they arise.
2. Mesa enrollment figures continue to remain stable. This is attributed to a number of factors, including but not limited to: positive school climate, staff/community involvement, and a robust Parent Teachers' Association (PTA).
3. Chronically absent students were primarily students with disabilities and Asian students, highlighting the need for targeted support to address the unique barriers these groups face in maintaining consistent school attendance.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Blue</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Blue</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

1. The Equity Report data is positive for Mesa Elementary School.
2. The performance level for each category shown reflects a culture of professionalism and accountability. Mesa Elementary School continues to address positive growth and changing levels accordingly (focusing on student achievement).

School and Student Performance Data

Academic Performance English Language Arts

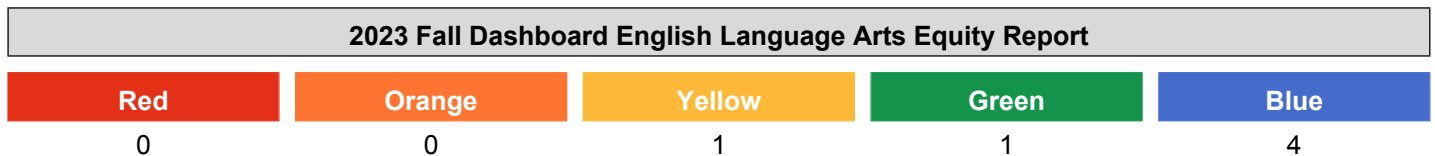
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 37.9 points above standard Increased Significantly +16.1 points 366 Students	English Learners Green 0.6 points above standard Increased +11.6 points 65 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Blue 21.3 points above standard Increased Significantly +20.2 points 184 Students	Students with Disabilities Yellow 21.1 points below standard Increased Significantly +54.4 points 50 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Blue	Less than 11 Students
5 Students	2 Students	52.3 points above standard	8 Students
		Increased +13.7 points	
		105 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Blue	Less than 11 Students	 No Performance Color	 Blue
27.8 points above standard	4 Students	0 Students	47.4 points above standard
Increased Significantly +17.4 points			Increased +11.2 points
206 Students			35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.5 points below standard	41.5 points above standard	42.2 points above standard
Decreased -5.4 points	Decreased -13.5 points	Increased Significantly +17.7 points
22 Students	43 Students	270 Students

Conclusions based on this data:

1. The status and change report indicates an overall performance level for Mesa students on state indicators (SBAC) for ELA as "high".
2. Although SBAC performance data is significantly above state average in academics, our English Learner students continue to be supported through teacher professional development, site interventions, and Title I support (both ELA and Mathematics).

School and Student Performance Data

Academic Performance Mathematics

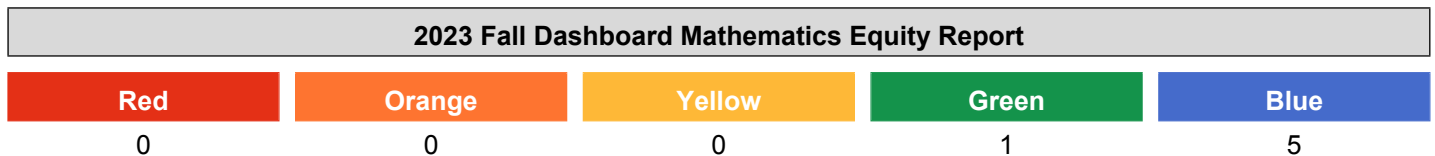
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 24.3 points above standard Increased Significantly +22.9 points 365 Students	English Learners Blue 20 points above standard Increased Significantly +24.2 points 65 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Blue 8.2 points above standard Increased Significantly +26.5 points 183 Students	Students with Disabilities Green 13.9 points below standard Increased Significantly +85.1 points 50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian Less than 11 Students 2 Students	Asian  Blue 51.9 points above standard Increased Significantly +16.4 points 105 Students	Filipino Less than 11 Students 8 Students
Hispanic  Blue 5.3 points above standard Increased Significantly +20.4 points 205 Students	Two or More Races Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 50.3 points above standard Increased Significantly +41.1 points 35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 33 points below standard Increased Significantly +18.4 points 22 Students	Reclassified English Learners 47.2 points above standard Maintained +2 points 43 Students	English Only 21.2 points above standard Increased Significantly +22.3 points 269 Students
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Conclusions based on this data:

1. The status and change report indicates an overall performance level for Mesa students on state indicators (SBAC) for Math as "high" (per recent data).
2. Although SBAC performance data is significantly above state average in Math, our English Learner students continue to be supported through teacher professional development, site interventions, and Title I support (both ELA and Mathematics).

School and Student Performance Data

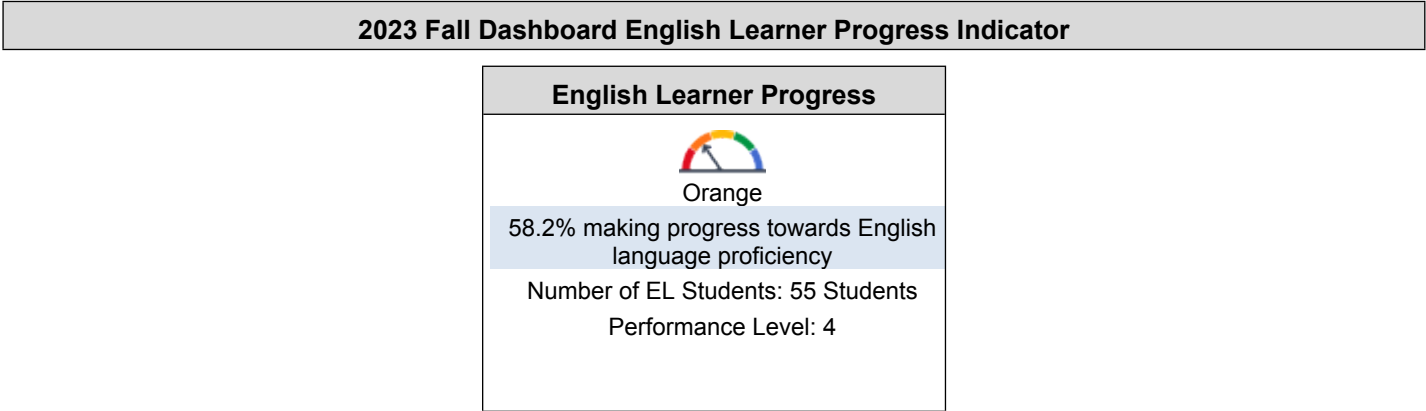
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	12	3	29

Conclusions based on this data:

- Although the majority of internal data suggests our EL students are performing at a high level, students needing additional support will be monitored and supported throughout the year.
- The school continues to work closely with the district's EL support provider in efforts to increase student achievement and support the school's EL.
- Although SBAC performance data is significantly above state average in academics, our English Learner students continue to be supported through teacher professional development, site interventions, and Title I supports (both in ELA and Mathematics).

School and Student Performance Data

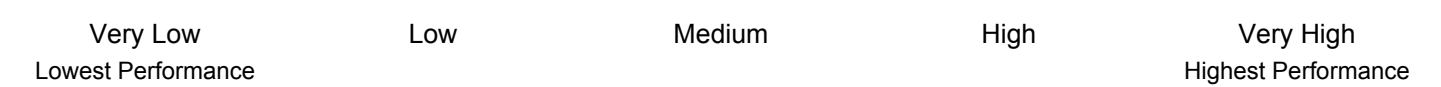
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

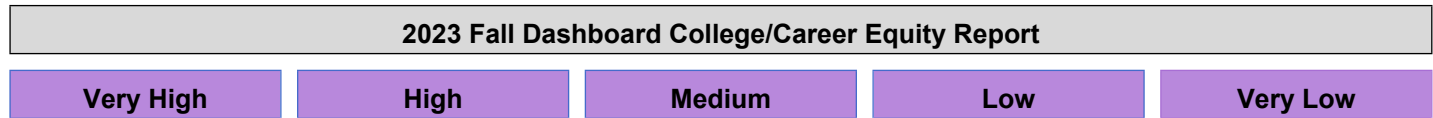
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

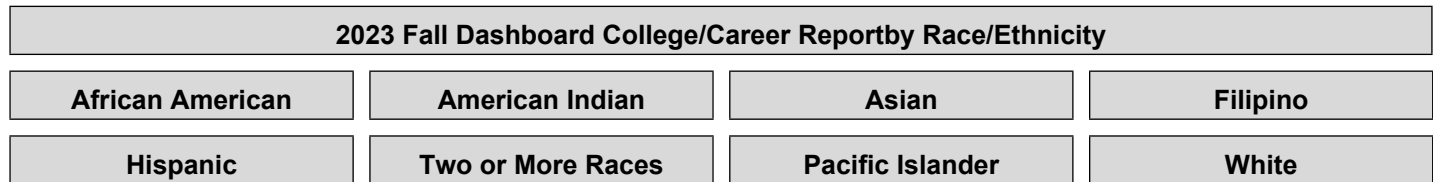
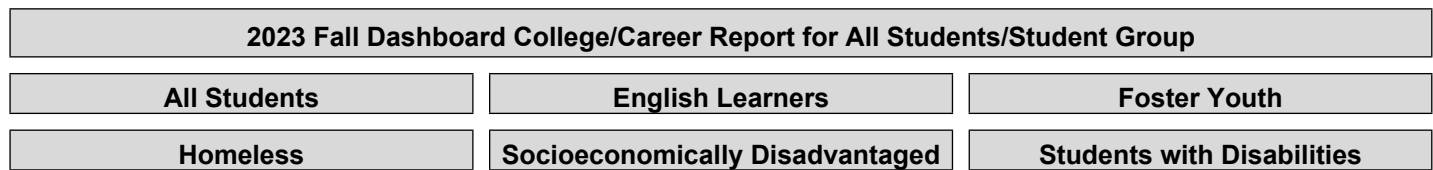
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 <p>Yellow</p> <p>15.8% Chronically Absent</p> <p>Declined -2.9</p> <p>793 Students</p>	 <p>Yellow</p> <p>10.2% Chronically Absent</p> <p>Declined -4.9</p> <p>127 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>4 Students</p>	 <p>Yellow</p> <p>17.7% Chronically Absent</p> <p>Declined Significantly -6.3</p> <p>395 Students</p>	 <p>Yellow</p> <p>16.5% Chronically Absent</p> <p>Declined -13.1</p> <p>91 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 0% Chronically Absent Declined -31.3 11 Students	American Indian Less than 11 Students 3 Students	Asian  Orange 6.1% Chronically Absent Increased 1.8 247 Students	Filipino 21.1% Chronically Absent Increased 9.9 19 Students
Hispanic  Yellow 22.2% Chronically Absent Declined Significantly -3.8 424 Students	Two or More Races 8.3% Chronically Absent Increased 2.1 24 Students	Pacific Islander Less than 11 Students 2 Students	White  Yellow 12.7% Chronically Absent Declined -6.1 63 Students

Conclusions based on this data:

1. Mesa Elementary continues to examine attendance data and develop strategies to address of chronically absent kids and communicate school supports to help parents.
2. With the addition of the school's Community Liaison, Mesa continues to use outreach strategies to support our students chronically absent students (and excessive tardiness).
3. In partnership with the district office, Mesa continues to send attendance letters, make parent calls, meet with families, all in an effort to increase student attendance and support students' learning.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

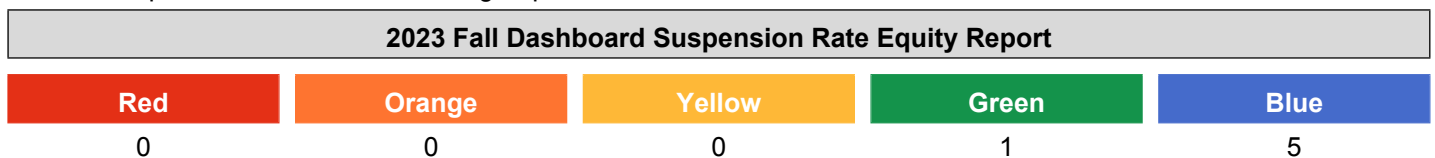
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.1% suspended at least one day Maintained 0.1 804 Students	English Learners  Blue 0% suspended at least one day Maintained 0 129 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Green 0.3% suspended at least one day Increased 0.3 396 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Maintained 0 11 Students	American Indian Less than 11 Students 3 Students	Asian  Blue 0% suspended at least one day Maintained 0 252 Students	Filipino 0% suspended at least one day Maintained 0 20 Students
Hispanic  Blue 0.2% suspended at least one day Maintained 0.2 429 Students	Two or More Races 0% suspended at least one day Maintained 0 24 Students	Pacific Islander Less than 11 Students 2 Students	White  Blue 0% suspended at least one day Maintained 0 63 Students

Conclusions based on this data:

1. The Status and Change report indicates a level of "Blue" for suspension rates, representing the highest performance indicator a school can receive.
2. Mesa Elementary School attributes its performance rating to the school's professional atmosphere and school climate.
3. Mesa continues to cultivate strong partnerships with our community (parents, students, staff, etc.)

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	<p>English Language Arts: Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>Mathematics: Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p>Science: Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p>English Learner Progress: Increase by 5% the number of students that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard.</p> <p>Graduation Rate: Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p>A-G Rate: Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p>Attendance: Increase Districtwide Attendance Rate to at least 95% or higher.</p>	<p>Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement</p>

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	<ul style="list-style-type: none"> Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) Coaching for Central Office personnel and site leadership Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement. 	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	<ul style="list-style-type: none"> Ensuring that All Students Learn (Big Idea #1) Building a Culture of Collaboration for School Improvement (Big Idea #2) A Focus on Results (Big Idea #3) Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano) 	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	<ul style="list-style-type: none"> Tiers I, II and III Intervention structure planned and utilized All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	<ul style="list-style-type: none"> Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning Powerful adaptive diagnostic and growth measure Core standards-based instruction, practice, and assessment Adaptive learning Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	<ul style="list-style-type: none"> Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. Excellent for English Learners and others to understand and access core curriculum Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	<ul style="list-style-type: none"> Grade level appropriate expectations for effective student writing Teachers receive instruction for writing at their grade level Students self-evaluate their writing performance and identify strategies for improvement Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	<ul style="list-style-type: none"> Professional Development for teachers Aligned to California's ELA Common Core Standards Text-Based Grammar for Expository Reading and Writing New relevant student topics for enhanced motivation Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	<ul style="list-style-type: none"> Research -based hands-on professional development. Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. Intervention curriculum to fill in the gaps for students below grade level. Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	<ul style="list-style-type: none"> Tiers I, II, III intervention Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	<ul style="list-style-type: none"> A system approach to Social-Emotional Learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. RULER supports the entire school community in: Understanding the value of emotions; Building the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	<ul style="list-style-type: none"> Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Dual Language 50%50% English/Mandarin Instructional Model ESSA: Strong	Professional Development for teachers. Provide a consistent and systematic immersion program for students. provide a learning environment that promotes the positive social, emotional, and academic outcomes aimed towards acquiring language (Mandarin)	Goals, Strategies, & Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA

Measured by 2024-2025 CAASPP data, Mesa Elementary School will have a 5% increase in the number of 3rd-5th grade students that meet or exceed standards in ELA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas for Improvement: Reading Comprehension, Speaking and Listening, and Writing.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA data	68.75% of students will Meet or Exceed standards (SBAC)	74% of students will Meet or Exceed standards (SBAC)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Staff will collaborate in Achievement Teams to:</p> <ul style="list-style-type: none"> Plan instruction based on Common Core State Standards Use interim assessments to monitor student progress Analyze student data to adjust instruction and pacing Develop appropriate interventions incorporating feedback 	All	<p>3,000 Title I - Site Allocation Books and Supplies</p> <p>3,000 Title I - Site Allocation Certificated Salaries</p>

	<ul style="list-style-type: none"> Implement Thinking Maps across all grade levels Implement Write from the Beginning and Beyond 		
1.3	Teachers will further develop their expertise in student engagement, Depth of Knowledge, Common Core State Standards, and SBAC. A full-time Title I teacher will offer intervention support.	All	5,934 Title I - Site Allocation Books and Supplies 6,500 LCFF S/C Site Innovation (3313) Certificated Salaries 2,000 Title I - Site Allocation Professional/Consulting Services District funded Certificated Salaries
1.4	Provide staff development opportunities in the following areas: i-Ready, Effective Literacy Instruction, Achievement Teams, Monitor Student Attendance	All	7,000 LCFF S/C Site Innovation (3313) Books and Supplies 2500 Title I - Site Allocation Certificated Salaries 2000 Title I - Site Allocation Services and other operating expenditures
1.5	Provide materials to support new teacher instruction.	All	500 LCFF S/C New Teacher (2223) Books and Supplies
1.6	Provide before, during, and after school tutoring for students.	All	7,500 LCFF S/C Tutoring (2226) Classified Salaries
1.7	College tour visits	Third Grade	1800 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Mesa implemented strategies and activities designed to achieve the established goals. This included before and after school tutoring and homework help, Title ELA supports, Achievement Teams, and iReady. Staff participated in i-Ready program professional development, focusing on its features, data interpretation, and how to integrate it into daily instruction. Regular check-ins and follow-up workshops were scheduled to address needs. Teachers collaboratively analyzed i-Ready data in Achievement Teams to identify student needs and modified instruction. Teachers collaboratively design lesson plans that incorporated Thinking Maps across different subjects and grade levels.

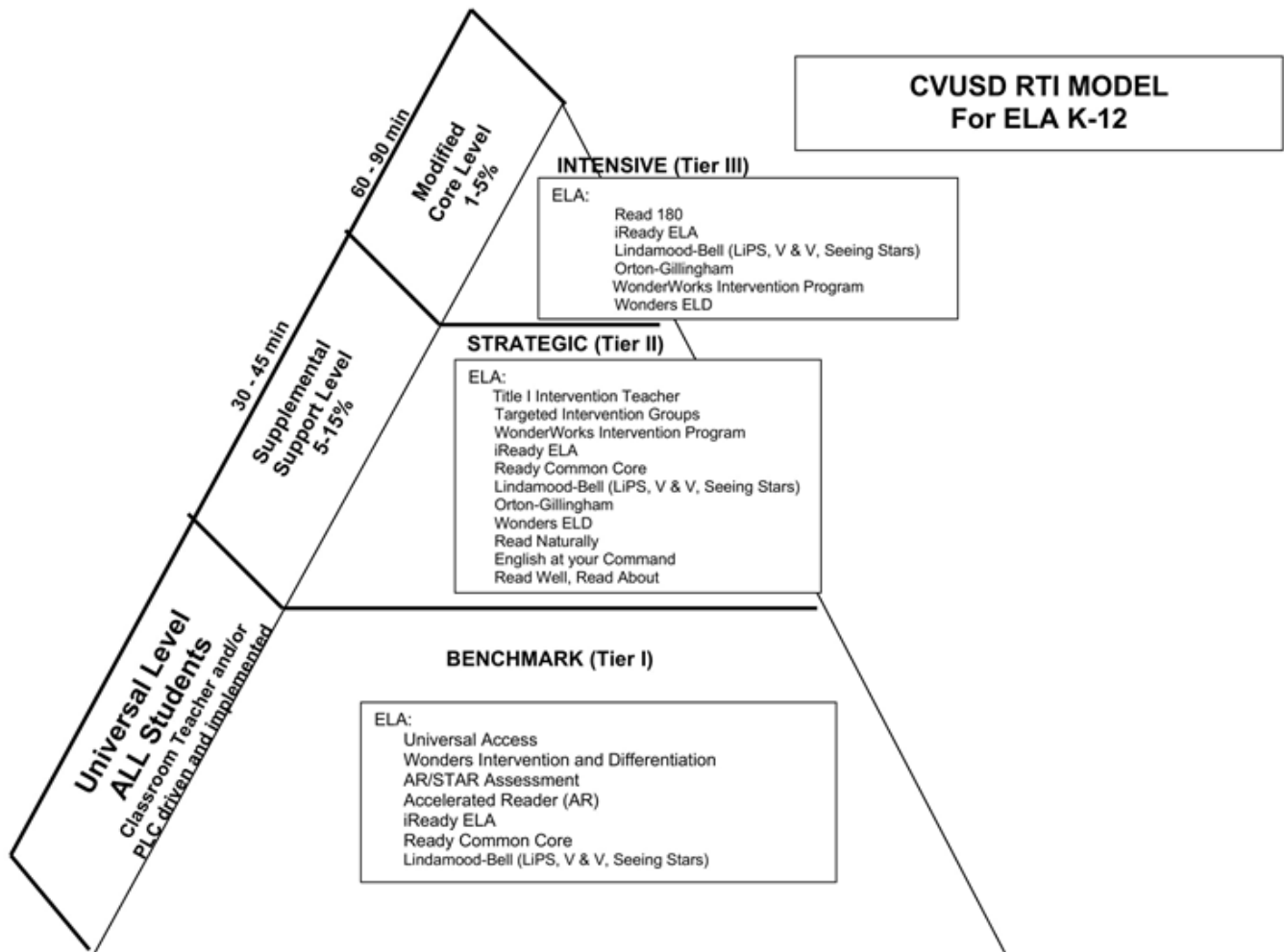
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major difference between the intended implementation and or budgeted expenditures to meet the articulated goal.

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.

We will monitor student attendance proactively, support new teachers with professional development on Write From the Beginning and Beyond and Thinking Maps. We will ensure that all students and their parents have access to attend the transition parent meetings, regardless of teacher availability.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Measured by 2024-2025 CAASPP data, Mesa Elementary School will have a 5% increase in the number of 3rd-5th grade students that meet or exceed standards in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Need to Improve:
Number Sense, Orders and Operations, and Communicating Reasoning

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Mathematics	59.3% of students were proficient or higher in mathematics as measured by the 2023-2024 CAASPP.	64% of students will be proficient or higher in mathematics as measured by the 2023 CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Staff will work in Achievement teams to:</p> <ul style="list-style-type: none"> Plan instructional based on Common Core State Standards Use interim assessments to monitor student progress Analyze student data using EADMS to adjust instruction and pacing 	All	<p>3,000 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>3,000 Title I - Site Allocation Certificated Salaries</p>

	<ul style="list-style-type: none"> Plan appropriate interventions (utilizing feedback from stipend positions) Implement Thinking Maps across all grade levels Implement Write from the Beginning and Beyond 		
2.2	Teachers will continue to build expertise in the areas of student engagement, Depth of Knowledge, Common Core State Standards, and SBAC.	All	1000 LCFF S/C Site Innovation (3313) Books and Supplies 2,500 LCFF S/C Site Innovation (3313) Certificated Salaries
2.3	Family Math Nights, Increase Parent Awareness of Math Curriculum,, Promote Family Engagement in Learning, Foster Positive Attitudes Toward Math, Enhance Math Skills and Strategies	All	204 Title I- Parent Involvement Books and Supplies 1,504 Title I - Homeless Classified Salaries
2.4	Provide staff development opportunities in the following areas: i-Ready, Thinking Maps, Write from the Beginning and Beyond, Achievement Teams, Effective Math Instruction	All	4,000 LCFF S/C Site Innovation (3313) Books and Supplies 4,000 LCFF S/C Site Innovation (3313) Certificated Salaries 5,700 Title I - Site Allocation Services and other operating expenditures 3,000 LCFF S/C Site Innovation (3313) Professional/Consulting Services
2.5	Provide before, during, and after-school tutoring for students.	All	7,500 LCFF S/C Tutoring (2226) Certificated Salaries 3,000 LCFF S/C Tutoring (2226) Classified Salaries
2.6	Art and music supplies and materials	All	7718

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Mesa implemented strategies and activities designed to achieve the established goals. This included before and after school tutoring and homework help, Title 1 Math supports, Achievement Teams, and iReady. Staff participated in i-Ready program professional development, focusing on its features, data interpretation, and how to integrate it into daily instruction. Regular check-ins and follow-up workshops were scheduled to address needs. Teachers collaboratively analyzed i-Ready data in Achievement Teams to identify student needs and modified instruction. Teachers collaboratively design lesson plans that incorporated Thinking Maps across different subjects and grade levels.

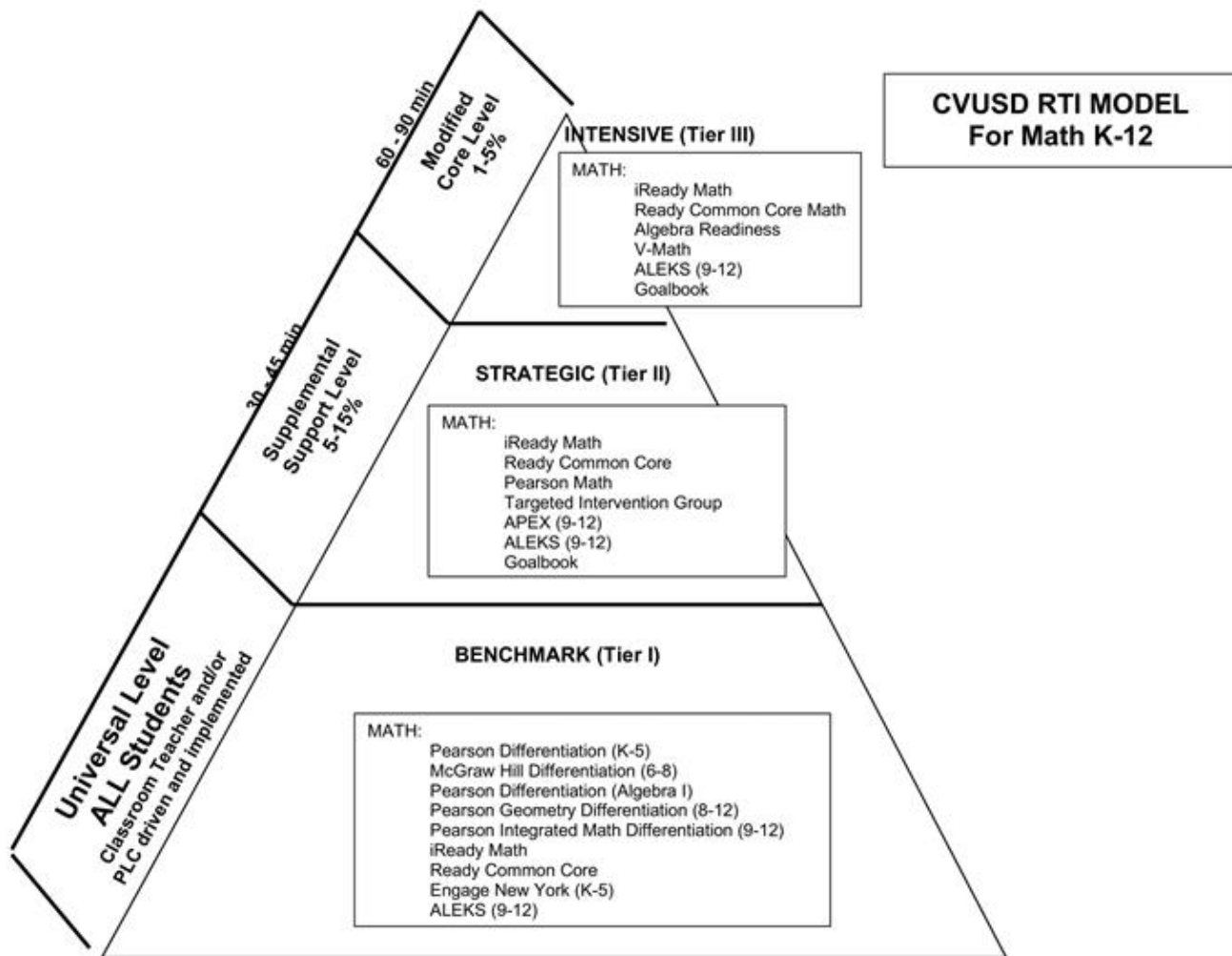
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major difference between the intended implementation and or budgeted expenditures to meet the articulated goal.

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.

We will offer parent engagement opportunities with a focus on Common Core math, including Family Math Nights, and initiatives to strengthen the school-to-home connection. We will focus on professional development on effective math instruction, alongside ongoing i-Ready staff development.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELD

Based on 2025 Summative ELPAC, the percentage of EL students that scored level 4 will increase by 5%. Based on 2025 CASSPP, the percentage of EL meeting or exceeding the standards will increase by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Need to Improve:
Listening, Speaking, Reading, and Writing.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data	64% of EL students are proficient (according to CAASPP)	69% of EL students will be proficient on the ELA SBAC
ELPAC	34% of EL students scored a level 4 on the ELPAC	39% of EL students will score level 4 on the ELPAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Intervention strategies and/or programs will be implemented for ELL students not meeting academic achievement. Strategies include but are not limited to: <ul style="list-style-type: none">• Analysis of ELPAC and progress monitoring of ELPAC interim results• In-school tutoring programs	EL Students	2,000 LCFF S/C Site Innovation (3313) Books and Supplies 4,000 LCFF S/C Site Innovation (3313) Certificated Salaries

	<ul style="list-style-type: none"> • Computer software/technology support • Thinking Maps • Write From The Beginning and Beyond • Plan appropriate interventions (utilizing feedback from ELAC and stipend coordinator positions) • Designated ELD support (30 minutes) based on the new 19 ELD CA Standards targeting by ELD Performance Levels. • Implementing Integrated ELD as well utilizing CCSS in math, Science and History/Social Science. • Provide tutoring services to support academic growth. 		500 LCFF S/C Site Innovation (3313) Books and Supplies 3,500 Title I - Site Allocation Classified Salaries 2,000 LCFF S/C Site Innovation (3313) Certificated Salaries
3.2	Performance of EL students will be monitored through parent/teacher communication, assessment results, conferences, SSC/ELAC meetings, community liaison, etc.	EL Students	1,500 Title I - Site Allocation Classified Salaries 2,500 LCFF S/C Site Innovation (3313) Certificated Salaries 200 Title I- Parent Involvement Books and Supplies
3.3	EL Support Specialist and TK-12 ELD/ELA Instructional Coach will monitor progress of students using the K-5 ELD Assessment Scale to ensure proper placement in classes, programs (such as Moving into English) and intervention according to RTI and Catch Up Plan.	EL Student	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The number of students being reclassified remains consistent, indicating no significant disparity between the intended implementation and the budgeted expenditures allocated to achieve the stated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no major difference between the intended implementation and or budgeted expenditures to meet the articulated goal.

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.

Staff will continue to deepen their understanding of how to support English language learners across content areas through integrated and designated ELD strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Science

Measured by 2024-2025 Smarter Balanced CAST, Mesa Elementary School will have a 5% increase of the number of 5th grade students score proficient in Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide additional training in NGSS standards for K-5th grade, with an emphasis on effectively implementing the newly adopted science curriculum. This will focus on content integration, hands-on application, and increasing rigor.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Science data	53% of students meeting or exceeding the standards	Raise the percentage of 5th grade students meeting or exceeding the standards to 58%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Staff will work in Achievement Teams to: <ul style="list-style-type: none">Plan instructional based on Next Generation Science Standards and newly adopted science curriculumUse informal assessments to monitor student progressAnalyze student data to adjust instruction and pacing	All grade 5 students	800 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Site Innovation (3313) Certificated Salaries

	<ul style="list-style-type: none"> Plan appropriate interventions (utilizing feedback from stipend positions) Implement Thinking Maps across all grade levels Implement Write from the Beginning and Beyond Provide tutoring services to support academic growth. 		
4.2	Increase parent involvement and boost student interest in STEAM careers through targeted engagement activities and hands-on learning opportunities.	All students	600 Title I - Site Allocation Certificated Salaries 1100 Title I- Parent Involvement

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We made significant progress toward meeting the science goal of 53%, and we will continue to focus on increasing proficiency going forward. The growth was 9%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have budgeted for replenishment of supplies for our newly adopted science curriculum. We increased certificated salaries to support with teacher planning. We will engage families through interactive events and workshops, aiming to increase student interest in STEAM careers and science learning.

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.

We will aim to enhance parent involvement and boost student interest in STEAM careers through targeted engagement activities and hands-on learning opportunities. We will support teachers in the implementation of the newly adopted science curriculum by providing targeted professional development, resources, and ongoing collaboration opportunities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Dual Language

By Spring 2025, 75% of students enrolled in the Dual Language Mandarin program will show at least one year of reading growth according to STAR Early Literacy/Reading (AR scores).

By Spring 2025, students enrolled in the Dual Language Mandarin program will increase at least one sub level according to the Avant STAMP 4SE assessment in one school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Enhance biliteracy in dual language students, focusing on improving listening, speaking, reading, and writing skills in both languages.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy/AR STAR	60% students enrolled in the Dual Language Mandarin program will show at least one year of reading growth in English.	60% students enrolled in the Dual Language Mandarin class will show at least one year of reading growth
Avant	Students enrolled in the Dual Language Mandarin program will	Students enrolled in the Dual Language Mandarin program will increase at least one sub level in one school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Students will receive a comprehensive and standards-based		4160 LCFF S/C Site Innovation (3313)

	<p>dual language program using the adopted curriculum and</p> <p>supplemental materials. Teachers will implement a broad</p> <p>Repertoire of teaching strategies to meet the needs of all students.</p> <ul style="list-style-type: none"> Professional Release Day to facilitate articulation among teachers across grade levels promoting collaboration, alignment of curriculum, and the sharing of best practices to support student success. Conferences Mandarin Matrix Avant Provide tutoring services to support academic growth. Dual language collaboration meetings 		<p>Certificated Salaries</p> <p>9900</p> <p>LCFF S/C Dual Language (2228)</p> <p>Certificated Salaries</p> <p>15100</p> <p>LCFF S/C Dual Language (2228)</p> <p>Books and Supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students in the dual language program are making progress toward achieving the established English literacy goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We included an additional measure for Mandarin language proficiency. The budget expenditure will help implement the use of Avant to help us monitor the Mandarin proficiency level and growth of our students.

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.

We will monitor language development and track one year's growth in speaking, listening, reading, and writing by utilizing common formative assessments in both languages (English and Mandarin), along with summative data from STAR, Avant, and ELPAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance

To increase overall daily attendance to 97%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student.
3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Attendance program and incentives

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Analytics	As a collective group, students at Mesa Elementary School have an overall school-wide daily attendance average of 94% which is a 1% increase from the previous year.	As a collective group, students at Mesa Elementary School will contribute to achieving a school-wide daily attendance average of 97%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	The principal will run attendance reports using Aeries every 25 days, communicating with parents regarding their student's attendance. Data will then be analyze to determine if the strategies implemented have increased the school's overall attendance rate to 97%. Incentives will be used to target students that need to improve atendance.	All students will be monitored for attendance improvement.	500 LCFF Attendance (03308)

6.2	Support transition from preschool to kindergarten by hosting a meeting for incoming kindergarten students and their parents. Provide kindergarten readiness information to parents during registration. Support transition from Elementary to Middle School by providing support with an assembly introducing students to the middle school principal, assistant principal, and share available programs and answer student questions.	TK students, Kinder, Grade 5 Students	2,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Student attendance decreased by 2.9%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal that will target student attendance. The strategies were not implemented consistently last year. Additional activities were added to meet the goal.

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.

We will implement attendance incentives and provide targeted supports for students who are chronically absent, especially our Students with disabilities and asian student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

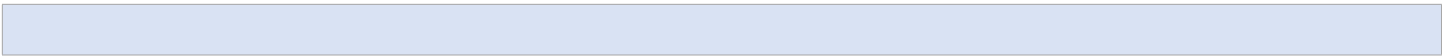
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

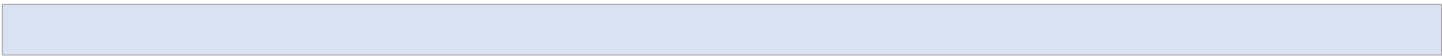
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

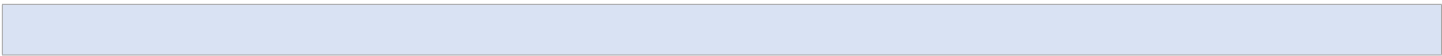
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

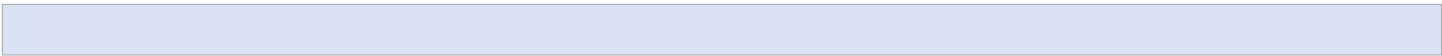
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$36,542.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,220.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I - Homeless	\$1,504.00
Title I - Site Allocation	\$33,534.00
Title I- Parent Involvement	\$1,504.00

Subtotal of additional federal funds included for this school: \$36,542.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Attendance (03308)	\$500.00
LCFF S/C College Campus Visit (04423.0)	\$1,800.00
LCFF S/C Dual Language (2228)	\$25,000.00
LCFF S/C New Teacher (2223)	\$500.00
LCFF S/C Site Innovation (3313)	\$50,160.00
LCFF S/C Tutoring (2226)	\$18,000.00
Prop 28 (67700)	\$7,718.00

Subtotal of state or local funds included for this school: \$103,678.00

Total of federal, state, and/or local funds for this school: \$140,220.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	33,534.00	0.00
Title I- Parent Involvement	1,504.00	0.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	50,160.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,800.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	500.00	0.00
LCFF S/C Dual Language (2228)	25,000.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,800.00
LCFF S/C Dual Language (2228)	25,000.00
LCFF S/C New Teacher (2223)	500.00
LCFF S/C Site Innovation (3313)	50,160.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Title I - Homeless	1,504.00
Title I - Site Allocation	33,534.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
Books and Supplies	50,956.00

Certificated Salaries	54,160.00
Classified Salaries	17,004.00
Professional/Consulting Services	5,000.00
Services and other operating expenditures	11,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,800.00
Books and Supplies	LCFF S/C Dual Language (2228)	15,100.00
Certificated Salaries	LCFF S/C Dual Language (2228)	9,900.00
Books and Supplies	LCFF S/C New Teacher (2223)	500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	17,500.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	27,660.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	3,000.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	2,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	7,500.00
Classified Salaries	LCFF S/C Tutoring (2226)	10,500.00
Books and Supplies	Prop 28 (67700)	7,718.00
Classified Salaries	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	9,734.00
Certificated Salaries	Title I - Site Allocation	9,100.00
Classified Salaries	Title I - Site Allocation	5,000.00
Professional/Consulting Services	Title I - Site Allocation	2,000.00
Services and other operating expenditures	Title I - Site Allocation	7,700.00
	Title I- Parent Involvement	1,100.00
Books and Supplies	Title I- Parent Involvement	404.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	41,734.00
Goal 2	46,126.00
Goal 3	16,200.00
Goal 4	4,500.00
Goal 5	29,160.00
Goal 6	2,500.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
Title I Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Mesa Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Cristina Garcia



Signature

10/25/2024

Date

School Site Council President: Lenka Kendall



Signature

10/25/2024

Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:

EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cristina Garcia	Principal
Tracy Varnes	Parent or Community Member
Cicero Salmon III	Parent or Community Member
Lenka Kendall	Other School Staff
Elisa Perez	Parent or Community Member
Natalia Londi	Parent or Community Member
Daniel Luna	Parent or Community Member
Stacy Randomanski	Classroom Teacher
Gary Shea	Classroom Teacher
Susan Mendenhall	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee Members

Mesa Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Chris Hert, Ed.D	X		
Carmen Kwan		X	
Elisa Perez		X	
Janie Han-Luu		X	
Lenka Kendall		X	
Daniel Luna			X
Numbers of members of each category	1	4	1

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/23/23.

Attested:



Principal, Cristina Garcia on 10/4/2024



SSC Chairperson, Lenka Kendall on 10/4/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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 described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,519,228.00	\$370,040.00	\$151,220.00	\$176,591.00	\$107,050.00
Carryover	\$177,868.24	\$138,215.80	\$116,876.54	\$36,074.80	
Indirect Costs	\$184,429.72	\$34,754.96	\$18,332.67	\$14,542.27	\$5,097.62
Admin Costs	\$167,365.44	\$31,539.27			\$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						\$184,429.72	\$ 184,429.72
Admin Costs	\$ 41,732.00	\$ 54,918.00	\$ 33,807.00		\$ 19,225.00		\$ 149,482.00
Homeless				\$ 1,504.00			\$ 1,504.00
Parent and Family Engagement		\$ 748.00	\$ 256.00	\$ 500.00			\$ 1,504.00
Other Title I Activities	\$ 1,108,852.00		\$386,716.00	\$206,755.00	\$ 94,418.00		\$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	\$ 101,303.00	\$ 4,319.00	\$ 24,677.00	\$ 4,000.00	\$ 250,100.00	\$ 34,754.96	\$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	\$ 69,391.00	\$ -	\$ 25,953.00	\$ 10,000.00	\$ 35,520.00	\$ 18,332.67	\$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				\$ -	\$ 197,648.00	\$ 14,542.27	\$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						\$ 5,097.62	\$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	\$7505.82	<p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p>
Title II	\$29795	<p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p>
Title III	BASED ON NEED	<p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p>
Title IV	\$13574.00	<p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>
Perkins V		<p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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