



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Mesa View Elementary School
Address	27227 Heritage Lake Dr. Menifee, CA 92585
County-District-School (CDS) Code	33 67231 0113746
Principal	Cyndy Guerrettaz
District Name	Romoland Elementary
SPSA Revision Date	October 5, 2023
Schoolsite Council (SSC) Approval Date	October 5, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision: Ignite the love of learning and leading in all our students.

Mission: Mesa View Elementary School is committed to building a caring and collaborative learning community where all students achieve academic excellence through engaging, inspiring, and challenging experiences.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

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

Our school services approximately 920 students with 44% of our students qualifying as socioeconomically disadvantaged. Approximately 4% of our students are English Learners with 58% of our English Learners making progress towards English proficiency. Less than 1% are foster youth. As of 2019, our state indicator for English Language Arts showed our students scoring in the blue, however, student groups scoring in the yellow included African Americans and Students with Disabilities. For Math, our overall student group scored in the green with student groups in yellow including African Americans, Students with Disabilities, and English Learners. All students are scoring in the green indicator for Chronic Absenteeism with student groups falling in the yellow for African Americans, Students with Disabilities, and the Homeless along with English Learners scoring in the yellow indicator. All students are scoring in the blue indicator for suspension rate with the African American student group scoring in the Orange and the White student group falling in the yellow. Due to the consistency with low areas for the African American student group, we will continue to provide targeted support for students in that student group. Additionally, Students with Disabilities, although previously making growth, will continue to be a focus and targeted student group. Homeless and English Learners are additional student groups that need ongoing support toward making progress in chronic absenteeism, as well.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Principal obtains input from parents/guardians at School Site Council/ELAC Meetings, Coffee with the Principal meetings, and other scheduled/non-scheduled meetings to help determine the school's instructional and intervention plans for student success. Admin and staff obtain input from student focus groups tied to LCAP goals. Additionally, we implemented a student survey providing an opportunity for students to reflect on behavior, safety, and meaningful participation to gather

feedback in those areas. The Principal also collects input from staff about needs for instructional programs, intervention programs, instructional needs, and cultural needs to improve student success. Teachers were also provided an opportunity to give feedback in the area of professional development for future growth.

The parent surveys indicate a continued focus on our African American student group performance levels and school safety, as shared concerns. Student surveys indicated safety on the playground as an area of focus. Staff surveys reflect continued professional development, with writing common formative assessments and how to respond to the results, as an area of need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrative team conducts both formal and informal observations throughout the year. School administrators follow district guidelines and timelines to conduct formal observations. Teachers are formally observed and feedback is provided around the 6 California Standards for the Teaching Profession (CSTP). Informal walkthroughs occur on a weekly basis with each classroom being visited one time per week. Every teacher receives informal feedback in an email (via DigiCoach walk-through tool) from the site administrator(s). Every teacher is provided feedback via DigiCoach approximately twice a month. Based on all observations, there is a need for improving engagement strategies and continued work on developing Common Formative Assessments to utilize as data to drive the next steps in intervention and extension for students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). 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 subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered highly-qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive professional development through multiple methods: access to an onsite based instructional coach, online modules, whole-group sessions, PLCs, and staff meetings.

All teachers have access to training on district-adopted instructional materials as well as Units of Study and multiple supplemental tools and resources, including iReady tutorials, NewsELA, Google classroom, and BrainPop.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development trainings are also scheduled to meet the needs of the staff based on student performance data, staff input/surveys, and school and district initiatives. Staff development is offered throughout the year via a variety of service delivery models (as noted above).

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

Teachers receive professional development through multiple methods: access to an onsite based instructional coach, online modules, whole-group sessions, PLCs, and staff meetings (two Wednesdays per month). Teachers may also have the option of attending workshops and conferences that are in alignment with district and school goals.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have two 50 minute time blocks each week to meet as a grade level team to collaborate about student progress and student performance data.

Teaching and Learning

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

All Units of Study in ELA/ELD and Math are aligned to meet California Common Core State Standards at every grade level. Every grade level also has state adopted curriculum in all content areas which address the CCSS and CA Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers teach the required daily/weekly instructional minutes for both language arts and math. All teachers submit instructional schedules to site administration and post them in their classrooms daily.

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

All Units of Study in ELA/ELD and Math have corresponding pacing plans (Place Mats). Each grade level analyzes data in order to create intervention groups.

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

All students have access to standards-based instructional materials at their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-based instructional materials at their grade level.

Cultural Proficiency

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

Students have access to Learning Center support, in-class tier 2 interventions, and extended learning opportunities.

Evidence-based educational practices to raise student achievement

All classroom teachers utilize researched-based instructional strategies in all subject areas to meet students' needs. All classrooms utilize a centers-based, workshop model, or blended learning model approach to be able to provide small group instruction.

Parent, Guardian, and Family Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist underachieving students:

- *Saturday School
- *Extended Learning Opportunities
- *Summer School
- *Student Engagement Liaison

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent/guardian input is collected at various parent/guardian meetings throughout the year such as SSC and ELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I, Title III, LCAP Funding, and General Fund will assist with underperforming students.

Fiscal support (EPC)

Our fiscal support includes General Funding, LCFF, Targeted Title I, and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) met on October 1st, 2019 where it was voted to combine English Learner Advisory Committee (ELAC) with SSC.

The SSC reviewed and evaluated the 2022-23 SPSA plan and strategic actions throughout the school year during their meetings. SSC met on the following dates during the 2022-23 school year and discussed these key items:

Oct 6, 2022- SPSA Data review from 21-22, New SPSA Goals for 22-23, Budget review, committees for 22-23

November 10, 2022- School Safety Plan, SPSA Data Review

January 10, 2023- SPSA Data Review, ELAC/EL Data Review

March 9th, 2023- SPSA Data Review, EL Progress, State Assessments

May 11, 2023- LCAP/SPSA Committee Share Out, SPSA Data Review, Progress on Annual SPSA Goals, Proposed new goals for 23-24, Budget Proposal for 23-24

School Site Council met on October 5, 2023, to review the data and approve the SPSA for the 2022-23 school year.

LCAP/SPSA Stakeholder Meetings #1-4 (January 2023 - March 2023)

Educational partners were involved with the program and data analysis through the LCAP/SPSA Team Meeting which was held on January 25th, 2023, February 8th, 2023, and March 14, 2023, where data was reviewed and discussed with educational partners. Data from CAASPP, i-Ready Diagnostic, attendance data, and suspension rates were reviewed. Also, during these meetings, a group of educational partners met virtually to review district and site data, review Romoland School District's and site's progress towards their annual SPSA goals based on data, and gather feedback from the educational partners about the needs of the district and site based on the data and discussion at these very important meetings. This feedback was gathered and utilized to plan the goals and expenditures for the 2023-24 school year. The fourth meeting was conducted just for students on February 16th, 2023 by the site principal and district public information officer. Students were provided with student-friendly data about their district and school and asked for their input on their progress as well as recommendations on what is still needed. This feedback was gathered and utilized to plan the goals and expenditures for the 2023-24 school year.

The administration met with the Mesa View Leadership Team to discuss data and review the SPSA goals on May 8, 2023. The Leadership Team met once a month throughout the 2022-23 school year and will continue to do so during the 2023-24 school year.

Goals will continually be monitored by all committees throughout the 2023-2024 school year. Teachers, Parents, Administration, and other educational partners participated in these meetings.

All documents have been provided in English and Spanish so parents/guardians have access to the information. Additionally, ongoing meetings were held to engage the community during which parents/guardians could express their concerns through conversations with the Principal.

School and Student Performance Data

Student Enrollment 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%	0.42%	0.66%	3	4	6
African American	9.7%	8.35%	8.62%	81	80	78
Asian	2.3%	2.82%	2.32%	19	27	21
Filipino	2.6%	2.92%	3.54%	22	28	32
Hispanic/Latino	45.5%	51.04%	52.49%	380	489	475
Pacific Islander	1.0%	0.63%	0.22%	8	6	2
White	33.3%	27.56%	26.08%	278	264	236
Multiple/No Response	4.9%	6.05%	6.08%	41	58	55
Total Enrollment				835	958	905

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	161	149	190
Grade 1	122	189	136
Grade 2	136	160	153
Grade3	135	165	133
Grade 4	149	145	140
Grade 5	132	150	153
Total Enrollment	835	958	905

Conclusions based on this data:

1. Enrollment numbers have maintained well around 900 for the past three consecutive years.
2. The students in the Hispanic student group continue to be the largest group of students at 52.49%.
3. The students in the White student group continue to be the second largest group of students at 27.56%.

Areas of Need

Maintain our enrollment numbers for the 2023-24 school year.

Areas of Strength

Enrollment numbers have maintained well around 900 for the past three consecutive years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	17	49	49	2.00%	5.1%	5.4%
Fluent English Proficient (FEP)	34	31	34	4.10%	3.2%	3.8%
Reclassified Fluent English Proficient (RFEP)	3			17.6%		

Conclusions based on this data:

1. The number of English learners has increased over the past 3 years by 3%.
2. The number of Reclassified Fluent English Proficient students has also increased.

Areas of Need

Continue to focus on reclassifying English Learners.

Areas of Strength

We are demonstrating high success with our reclassification of English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	134	164	124	0	162	124	0	162	124	0.0	98.8	100.0
Grade 4	147	145	141	0	143	141	0	143	141	0.0	98.6	100.0
Grade 5	135	150	143	0	146	143	0	146	143	0.0	97.3	100.0
All Grades	416	459	408	0	451	408	0	451	408	0.0	98.3	100.0

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.	2432.		20.37	27.42		20.37	26.61		27.16	22.58		32.10	23.39
Grade 4		2477.	2474.		27.27	29.08		31.47	18.44		17.48	19.86		23.78	32.62
Grade 5		2532.	2532.		28.08	27.97		39.73	37.06		18.49	17.48		13.70	17.48
All Grades	N/A	N/A	N/A		25.06	28.19		30.16	27.45		21.29	19.85		23.50	24.51

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		14.81	19.35		64.20	58.87		20.99	21.77			
Grade 4		18.18	23.40		64.34	60.99		17.48	15.60			
Grade 5		20.55	21.68		69.86	63.64		9.59	14.69			
All Grades		17.74	21.57		66.08	61.27		16.19	17.16			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81	16.13		51.23	66.13		33.95	17.74
Grade 4		19.58	18.44		59.44	57.45		20.98	24.11
Grade 5		26.71	24.48		60.27	63.64		13.01	11.89
All Grades		20.18	19.85		56.76	62.25		23.06	17.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	16.94		74.07	73.39		14.81	9.68
Grade 4		16.08	13.48		71.33	73.76		12.59	12.77
Grade 5		15.75	19.58		77.40	70.63		6.85	9.79
All Grades		14.19	16.67		74.28	72.55		11.53	10.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.64	19.35		68.52	66.13		22.84	14.52
Grade 4		15.38	14.89		67.83	71.63		16.78	13.48
Grade 5		25.34	23.78		62.33	58.74		12.33	17.48
All Grades		16.19	19.36		66.30	65.44		17.52	15.20

Conclusions based on this data:

1. The ELA CAASPP scores reflect an increase in students who are performing standard met or exceeded in 3rd grade to 54% in 22-23
2. The ELA mean scale scores and percentage of proficiency scores decreased in 4th and 5th grade.
3. More than half the students in 4th grade are scoring nearly met or standard not met.

Areas of Need

Ongoing focus on students scoring below grade level in ELA. We will provide intentional and personalized interventions to ensure these students achieve grade level.

Areas of Strength

3rd grade ELA results are an overall increased scale score and increased percentage of students who met and exceeded in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	135	164	124	0	162	124	0	162	124	0.0	98.8	100.0
Grade 4	147	145	141	0	143	140	0	143	140	0.0	98.6	99.3
Grade 5	135	150	143	0	146	143	0	146	143	0.0	97.3	100.0
All Grades	417	459	408	0	451	407	0	451	407	0.0	98.3	99.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2425.		11.11	13.71		22.22	31.45		30.86	31.45		35.80	23.39
Grade 4		2462.	2463.		17.48	16.43		25.87	22.14		29.37	35.00		27.27	26.43
Grade 5		2496.	2490.		17.81	14.69		18.49	22.38		34.25	25.87		29.45	37.06
All Grades	N/A	N/A	N/A		15.30	14.99		22.17	25.06		31.49	30.71		31.04	29.24

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		13.58	25.81		50.00	53.23		36.42	20.97	
Grade 4		25.87	18.57		41.96	49.29		32.17	32.14	
Grade 5		19.18	18.18		47.26	47.55		33.56	34.27	
All Grades		19.29	20.64		46.56	49.88		34.15	29.48	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	16.13		57.41	56.45		31.48	27.42
Grade 4		16.08	15.71		50.35	53.57		33.57	30.71
Grade 5		12.33	11.89		63.01	60.14		24.66	27.97
All Grades		13.08	14.50		56.98	56.76		29.93	28.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.73	12.10		63.58	72.58		24.69	15.32
Grade 4		18.18	17.14		48.25	62.14		33.57	20.71
Grade 5		13.01	11.89		63.01	60.84		23.97	27.27
All Grades		14.19	13.76		58.54	64.86		27.27	21.38

Conclusions based on this data:

1. The CAASPP Math mean scale score increased in 3rd and 4th grades.
2. 5th grade had a slight increase in their percentage of students scoring met or exceeded from 36.3% to 37%.
3. The overall percentage of students scoring standard met or exceeded increased by 3% to 40%

Areas of Need

A significant percentage of students in 3rd, 4th, and 5th grades are scoring in the standard nearly met and standard not met with 3rd: 55%, 4th: 60%, and 5th grade: 63%

Areas of Strength

Overall, 3rd grade has the most improvement in students moving toward exceeding and standard met and decreasing the number of students not meeting or nearly meeting standards when compared to the previous year.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade K	5	102	15	0	0
Grade 1	5	50	29	2	2
Grade 2	7	55	36	5	0
Grade 3	3	73	18	10	2
Grade 4	6	54	42	2	5
Grade 5	9	61	25	12	4

Conclusions based on this data:

1. A low number of our students in all grades are three or more years behind in Reading.
2. As we increase in the grade levels, a higher number of students fall into two or more years below category, except for 4th grade.
3. The majority of our students fall into the "Early On Grade Level" sections for all grade levels.

Areas of Need

A large number of students are scoring in the "One Grade Level Below" category and therefore this is an area of need in every grade level.

Areas of Strength

The majority of our students in each grade level fall into the "Early On Grade Level" sections for iReady Reading.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade K	0	89	33	0	0
Grade 1	0	43	41	2	2
Grade 2	0	44	54	5	0
Grade 3	1	50	45	7	3
Grade 4	1	58	37	8	4
Grade 5	0	60	42	5	4

Conclusions based on this data:

1. In all grades except 3rd, the majority of the students scored in the Early On Grade Level for iReady Math.
2. 3rd grade has the largest number of 3rd grade students scoring One Grade Level Below for iReady Math.
3. A low number of our students in all grades are three or more years behind in Math.

Areas of Need

Focused Math instruction is needed in 3rd grade to meet the need of the students who are scoring one year below grade level.

Areas of Strength

The majority of our students in each grade level fall into the "Early On Grade Level" sections for iReady Math.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Students with	1	18	17	13	2
African American	2	29	18	4	11
Homeless	1	5	8	2	1
Hispanic	13	181	82	14	7
White	16	133	52	9	4
Socio-economically	8	75	53	18	5

Conclusions based on this data:

1. Students with Disabilities continue to underperform as a subgroup with 32 students scoring below grade level.
2. African American subgroup has a significant number of students performing three or more grade level below.
3. The majority of the students in each of the subgroups are scoring early on grade level except for English Learners.

Areas of Need

Significant subgroups that are needing interventions include: Homeless, Students with Disabilities, and African American.

Areas of Strength

A large number of students are scoring early on grade level.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Students with	0	12	29	7	3
African American	0	25	26	2	1
Homeless	0	3	8	5	1
Hispanic	1	146	126	17	6
White	0	128	75	6	5
Socio-economically	1	62	71	16	9

Conclusions based on this data:

1. In each of the student groups, the majority of the student are scoring One Grade Level Below except for the White subgroup.
2. Students with Disabilities are significantly under performing with 39 of the students scoring below grade level in Math.
3. African American have a majority of their students scoring below grade level.

Areas of Need

Significant subgroups that are needing interventions include: Homeless, Students with Disabilities, and African American.

Areas of Strength

A large number of students are scoring early on grade level.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1421	*	*		*	*		*	7	17
1	*	1458.6	1523	*	1476.1		*	1440.3		5	13	5
2	*	1431.7	1504	*	1434.1		*	1428.8		*	11	7
3	*	*	1500	*	*		*	*		4	5	5
4	*	*	1486	*	*		*	*		*	8	3
5	*	*	1553	*	*	1552	*	*	1552	6	*	5
All Grades										20	47	42

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	24	*	*	6	*	*	47	*	*	23	*	*	17
1	*	23.08	40	*	30.77	60	*	30.77	0	*	15.38	0	*	13	5
2	*	0.00	14	*	36.36	86	*	36.36	0	*	27.27	0	*	11	7
3	*	*	40	*	*	0	*	*	40	*	*	20	*	*	5
4	*	*	0	*	*	67	*	*	0	*	*	33	*	*	3
5	*	*	40	*	*	40	*	*	20	*	*	0	*	*	5
All Grades	5.00	19.15		40.00	36.17		45.00	25.53		10.00	19.15		20	47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	46.15		*	15.38		*	30.77		*	7.69		*	13	
2	*	9.09		*	45.45		*	27.27		*	18.18		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	36.17		30.00	27.66		25.00	23.40		20.00	12.77		20	47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	15.38		*	30.77		*	23.08		*	30.77		*	13	
2	*	0.00		*	18.18		*	27.27		*	54.55		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	5.00	10.64		30.00	29.79		35.00	27.66		30.00	31.91		20	47	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	46.15		*	46.15		*	7.69		*	13	
2	*	18.18		*	63.64		*	18.18		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	35.00	38.30		40.00	44.68		25.00	17.02		20	47	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	15.38		*	69.23		*	15.38		*	13	
2	*	18.18		*	54.55		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	10.00	34.04		90.00	46.81		0.00	19.15		20	47	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	30.77		*	23.08		*	46.15		*	13	
2	*	0.00		*	45.45		*	54.55		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	20.00	17.02		35.00	46.81		45.00	36.17		20	47	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	7.69		*	76.92		*	15.38		*	13	
2	*	9.09		*	54.55		*	36.36		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	15.00	17.02		75.00	61.70		10.00	21.28		20	47	

Conclusions based on this data:

1. A high percentage of English Learners are scoring an overall level 3 on the ELPAC from 22-23.
2. The mean scale score increase is in 1st and 2nd grade.
3. The overall number of English Learners decreased from 47 to 42.

Areas of Need

We need to decrease the number of EL students performing two or more grade levels below their current grade level to support their reclassification.

Areas of Strength

Individual goal setting is occurring with all English Learners around their individual ELPAC data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
914	43.2	5.1	0.5
Total Number of Students enrolled in Mesa View 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	5.1
Foster Youth	5	0.5
Homeless	34	3.5
Socioeconomically Disadvantaged	414	43.2
Students with Disabilities	104	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	8.4
American Indian	4	0.4
Asian	27	2.8
Filipino	28	2.9
Hispanic	489	51.0
Two or More Races	58	6.1
Pacific Islander	6	0.6
White	264	27.6

Conclusions based on this data:

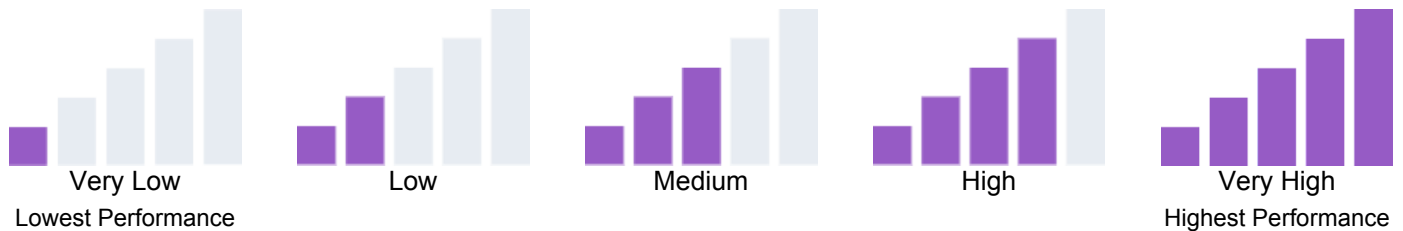
1. Our Hispanic student group continues to be a our largest significant student group for Mesa View.
2. Our socioeconomically disadvantaged students are 40.5% of our student population and will receive additional targeted support through Title 1 funding.
3. Our African American and White student groups continue to be 2nd and 3rd largest significant groups for Mesa View.

School and Student Performance Data

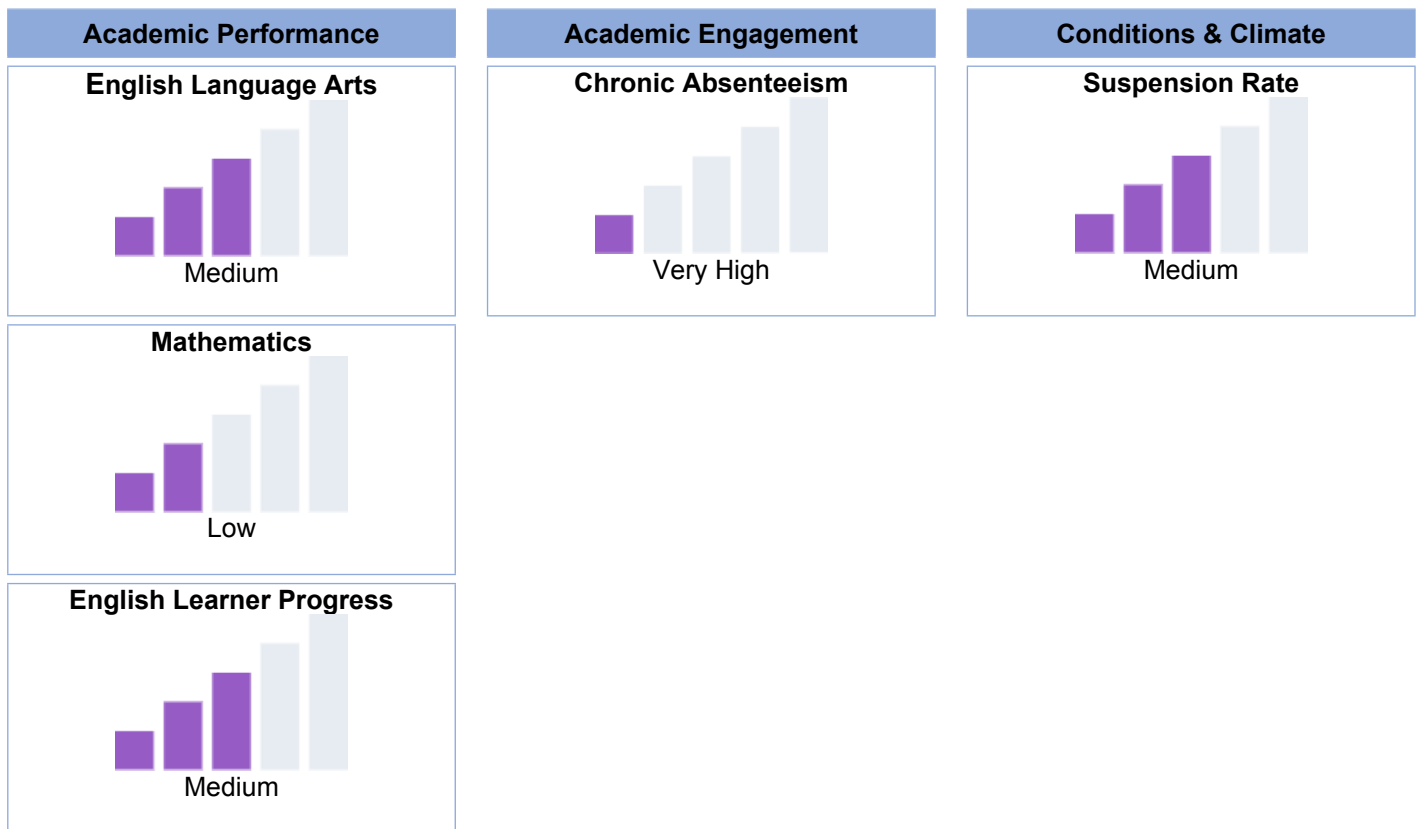
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Students in the African American and Asian student groups are indicating a higher suspension rate than other student groups.
- Students in the English Learners, Socioeconomically Disadvantaged and Students with Disabilities student groups are scoring lower in English Language Arts than other student groups.

3. Students in the African American, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learner student groups are scoring lower in Math than other student groups.

School and Student Performance Data

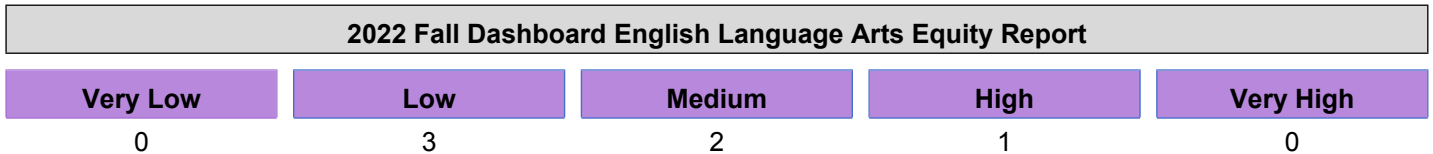
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

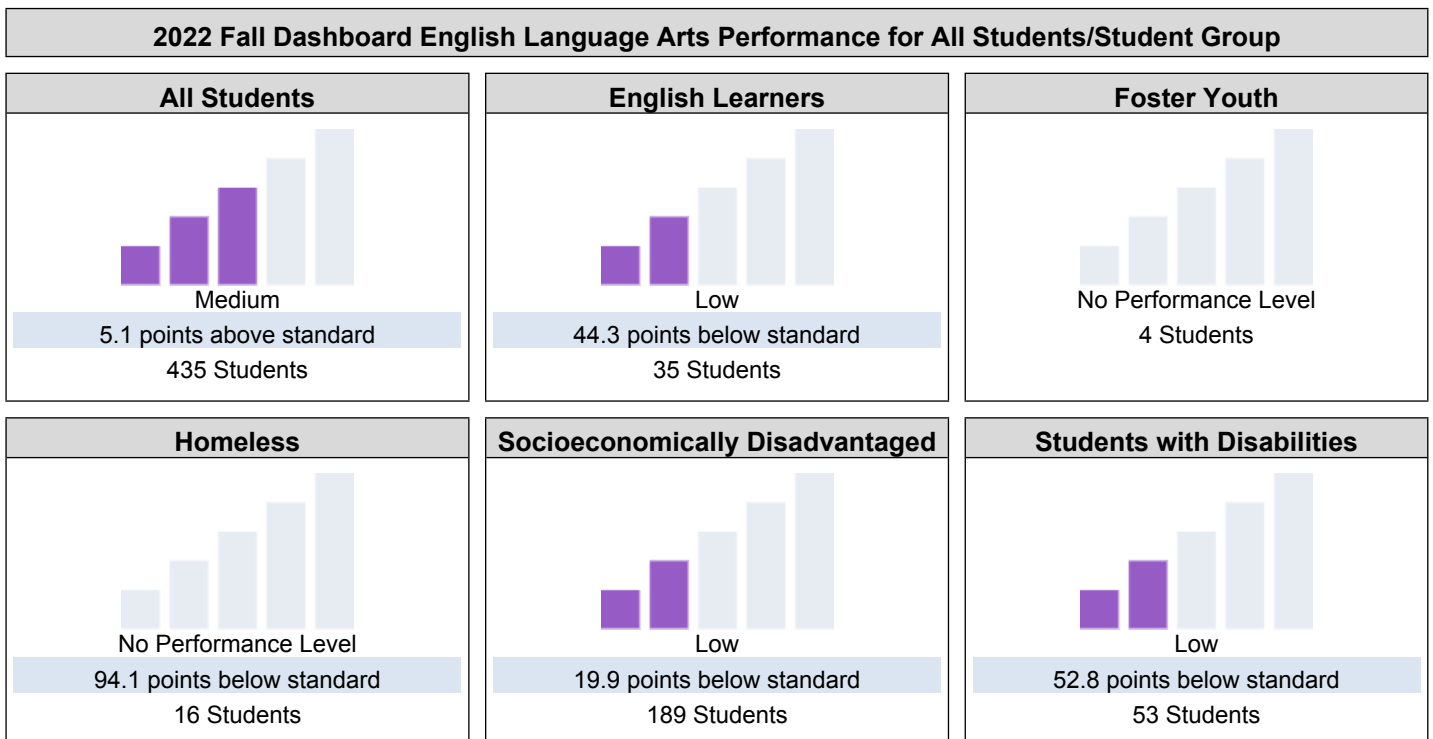
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



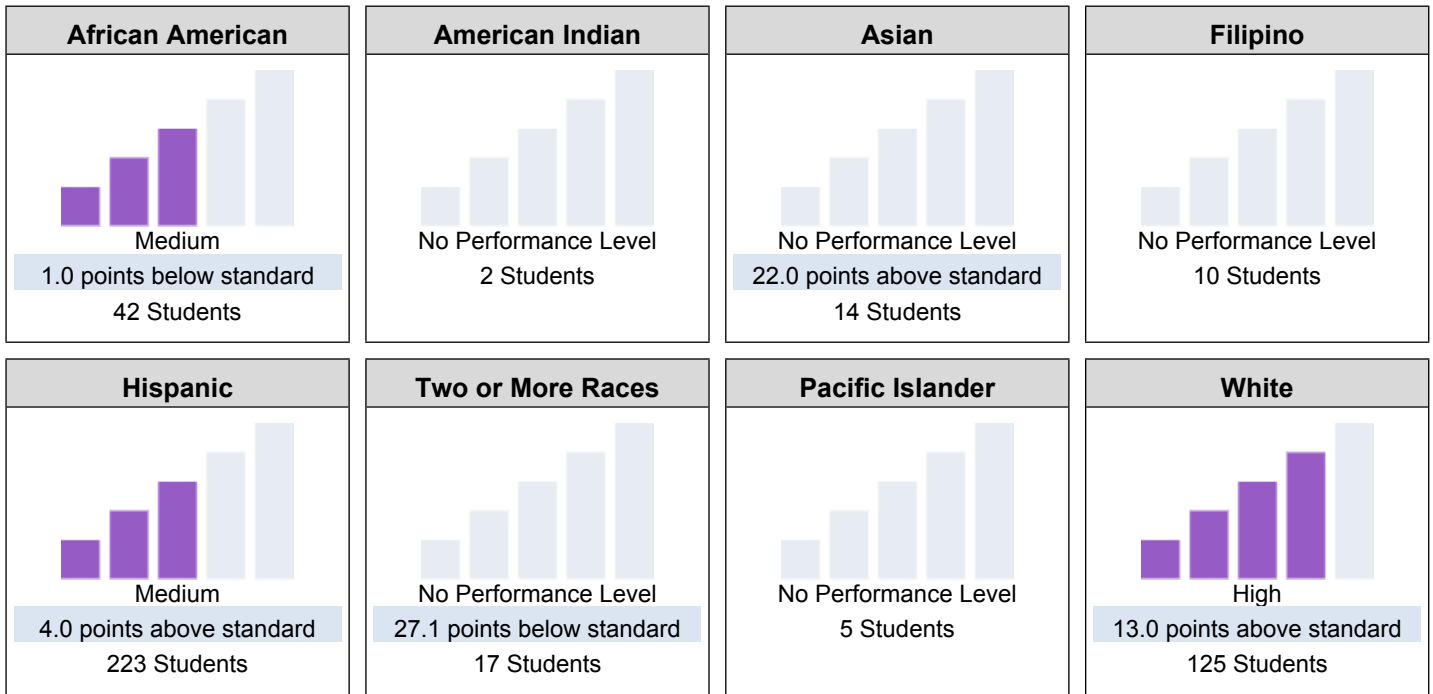
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>56.6 points below standard</p> <p>16 Students</p>	<p>34.0 points below standard</p> <p>19 Students</p>	<p>8.7 points above standard</p> <p>390 Students</p>

Conclusions based on this data:

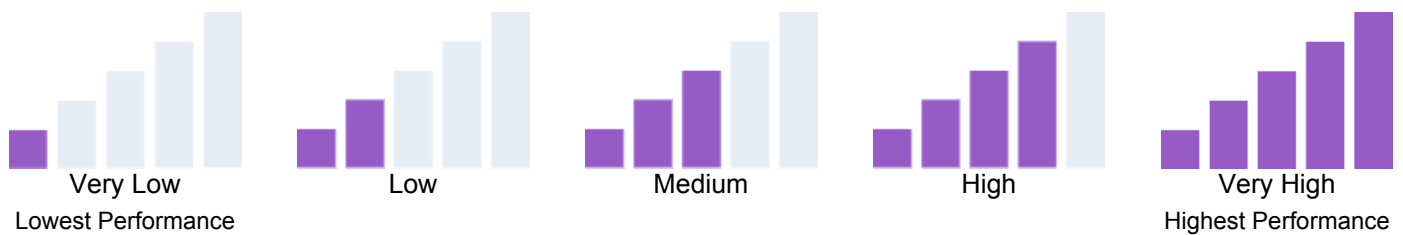
1. Students in the African American and Students with Disabilities student groups are performing lower than the other student groups in English Language Arts.
2. Students in the Hispanic student group increased to the blue in English Language Arts compared to the previous year.
3. Students in the Homeless student group declined by -15 points in English Language Arts which was our greatest deficit in student achievement.

School and Student Performance Data

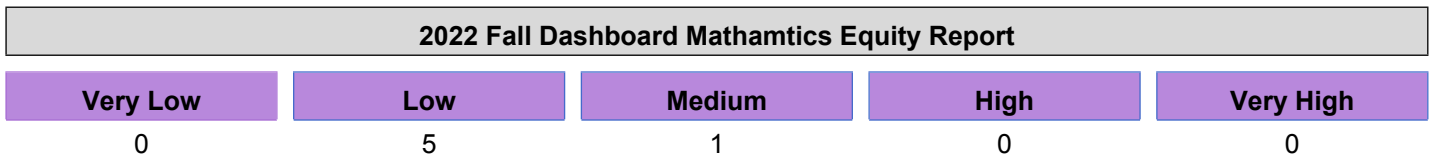
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

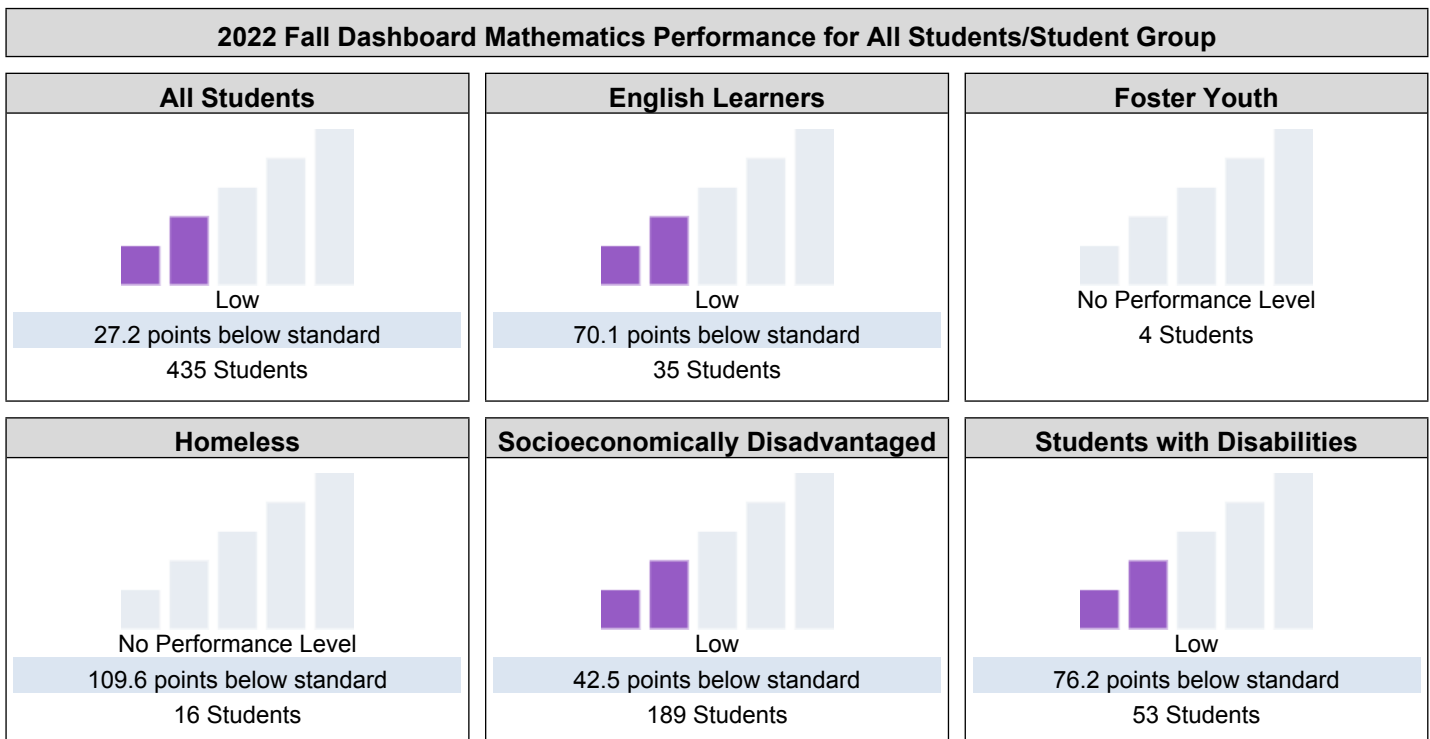
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



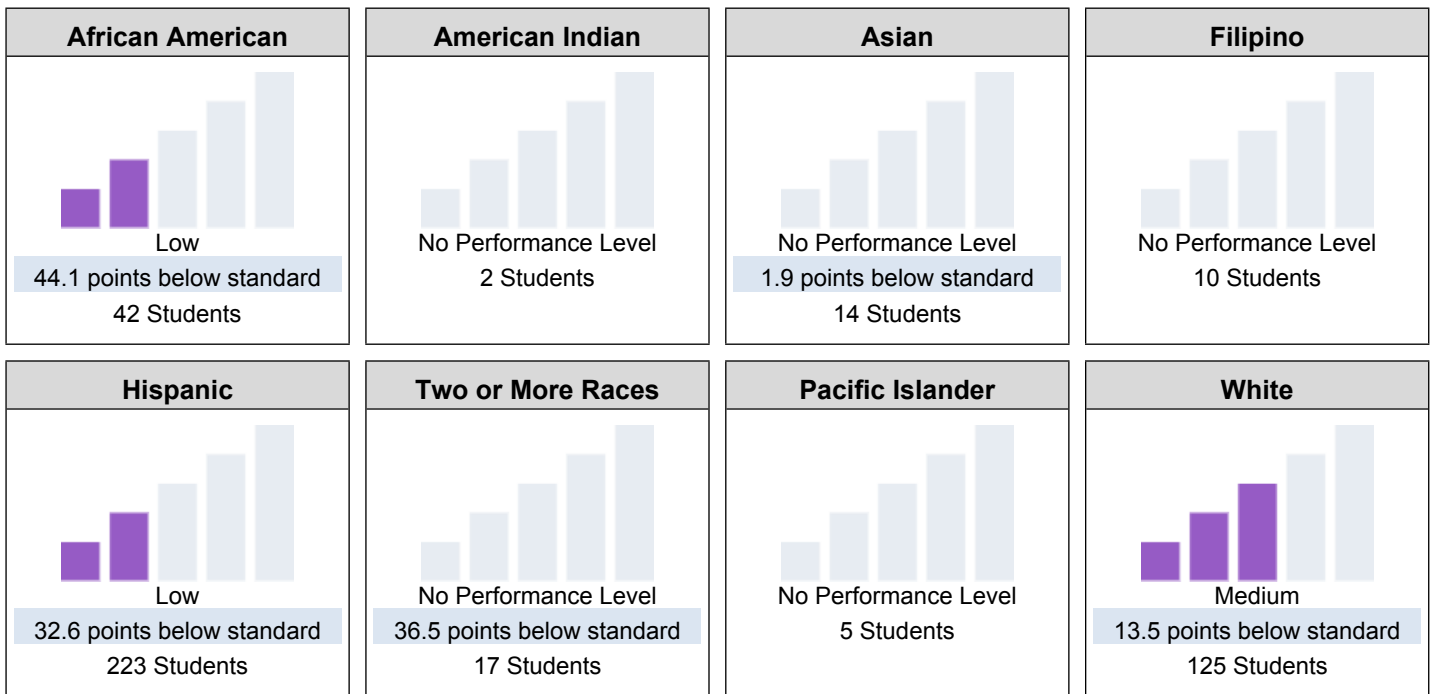
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">73.4 points below standard</p> <p>16 Students</p>	<p style="background-color: #e6f2ff;">67.4 points below standard</p> <p>19 Students</p>	<p style="background-color: #e6f2ff;">23.7 points below standard</p> <p>390 Students</p>

Conclusions based on this data:

1. Students in the Homeless, African American, and Reclassified English Learner groups saw a decline in their math performance.
2. Students in the Students with Disabilities group saw an increase, which reflected a growth into the yellow metric of the dashboard, compared to previous years.
3. Students in the Reclassified English Learners group saw a significant decline in their math performance.

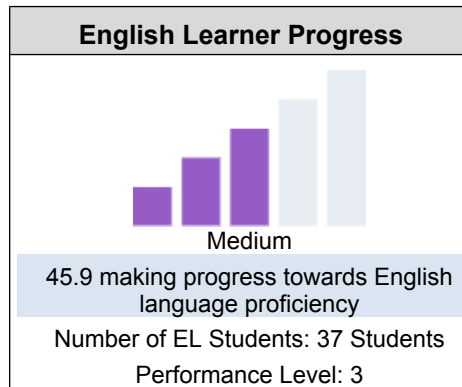
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
13.5%	40.5%	0.0%	45.9%

Conclusions based on this data:

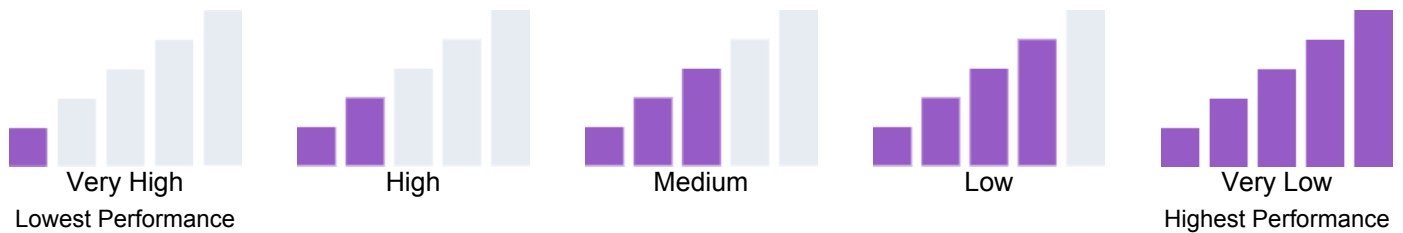
1. Students in the English Learner student subgroup saw a 40.5% maintained their ELPI level.
2. 45.9% of EL students are making progress towards English proficiency.
3. Students in the English Learner student subgroup saw a 13.5% decrease of one ELPI level.

School and Student Performance Data

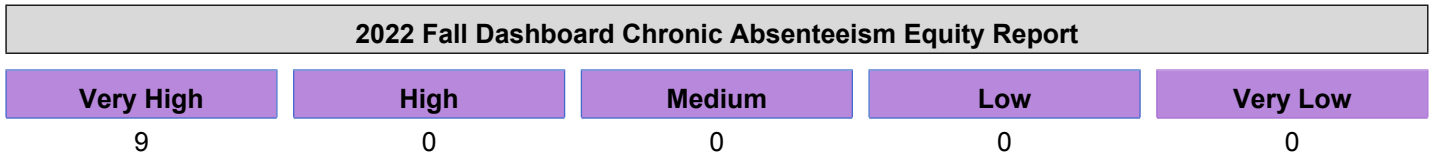
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

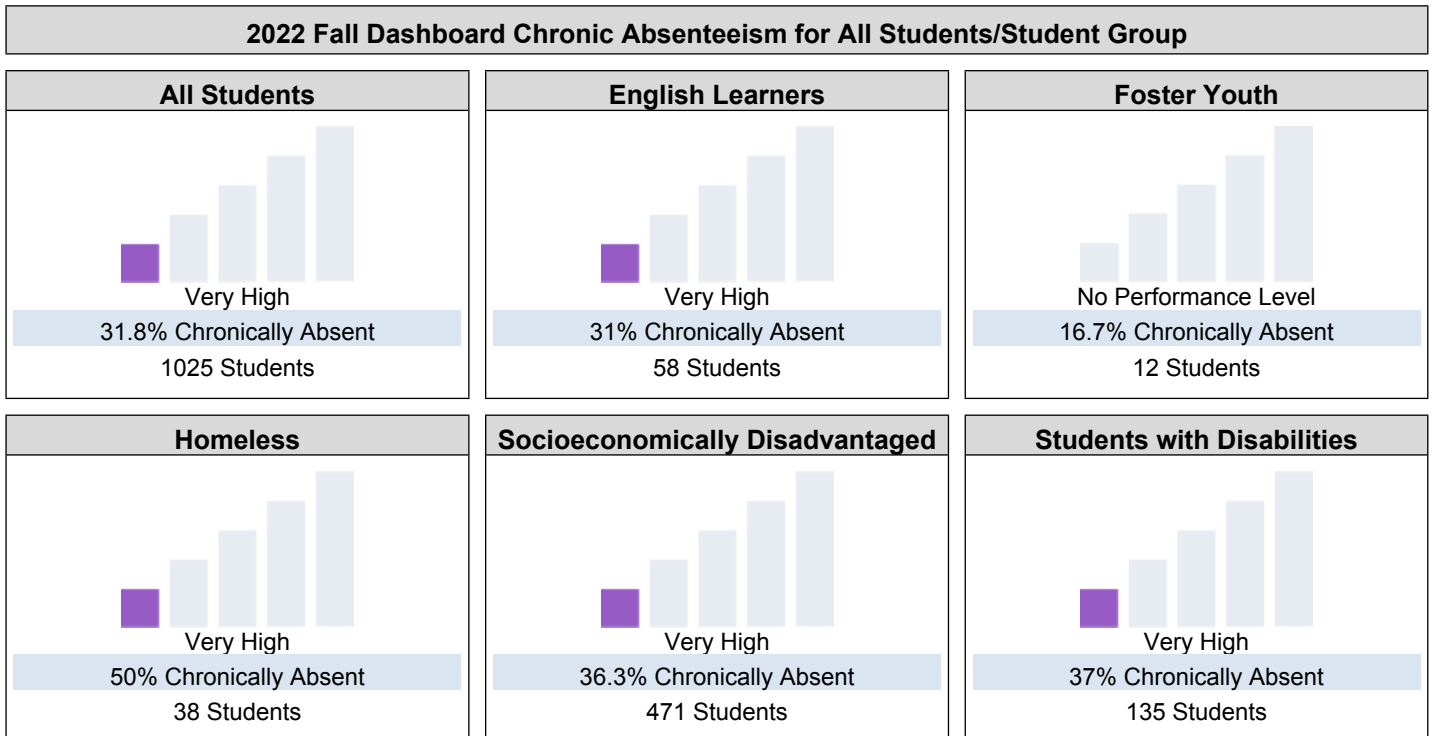
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



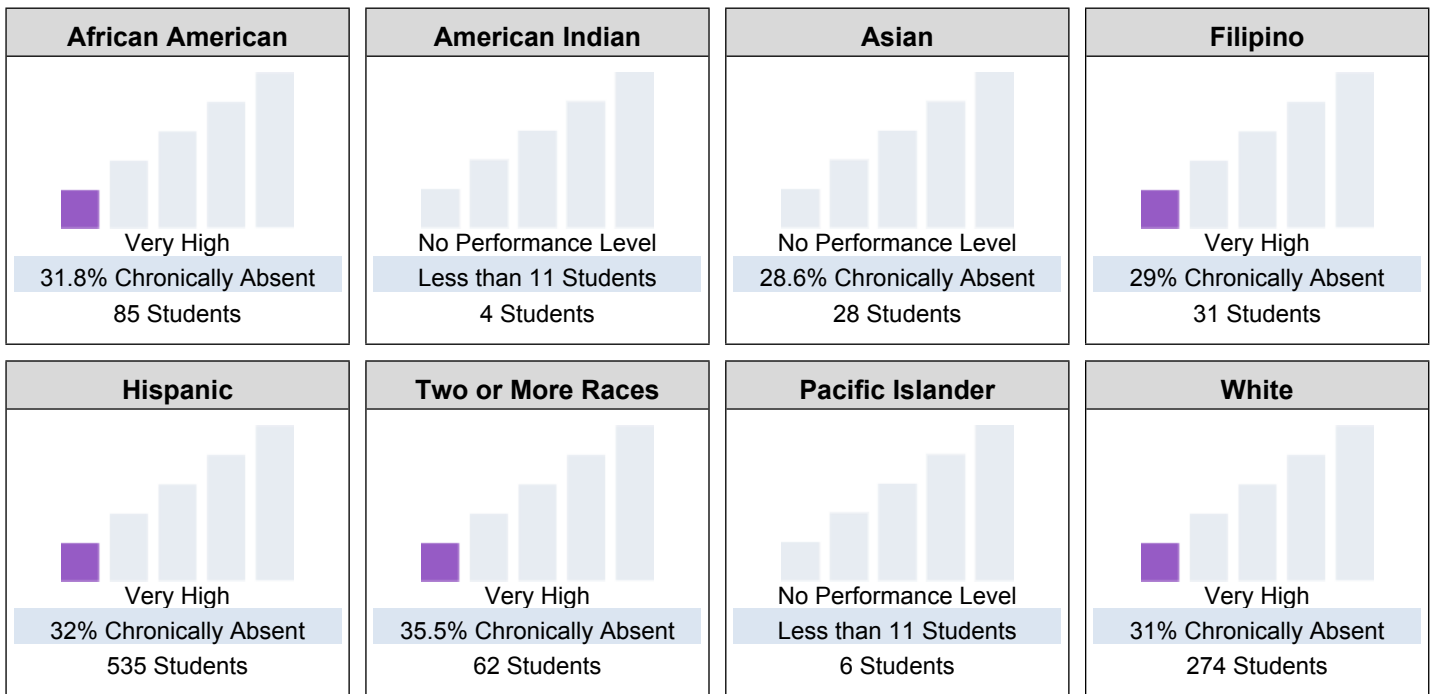
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All student groups have scored in the are of very high for chronic absenteeism.
2. 50% of the students in the Homeless student group are chronically absent.
3. 37% of the students in the Students with Disabilities student group are chronically absent.

School and Student Performance Data

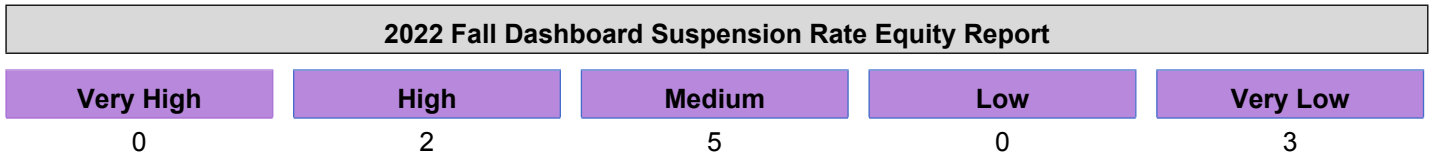
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

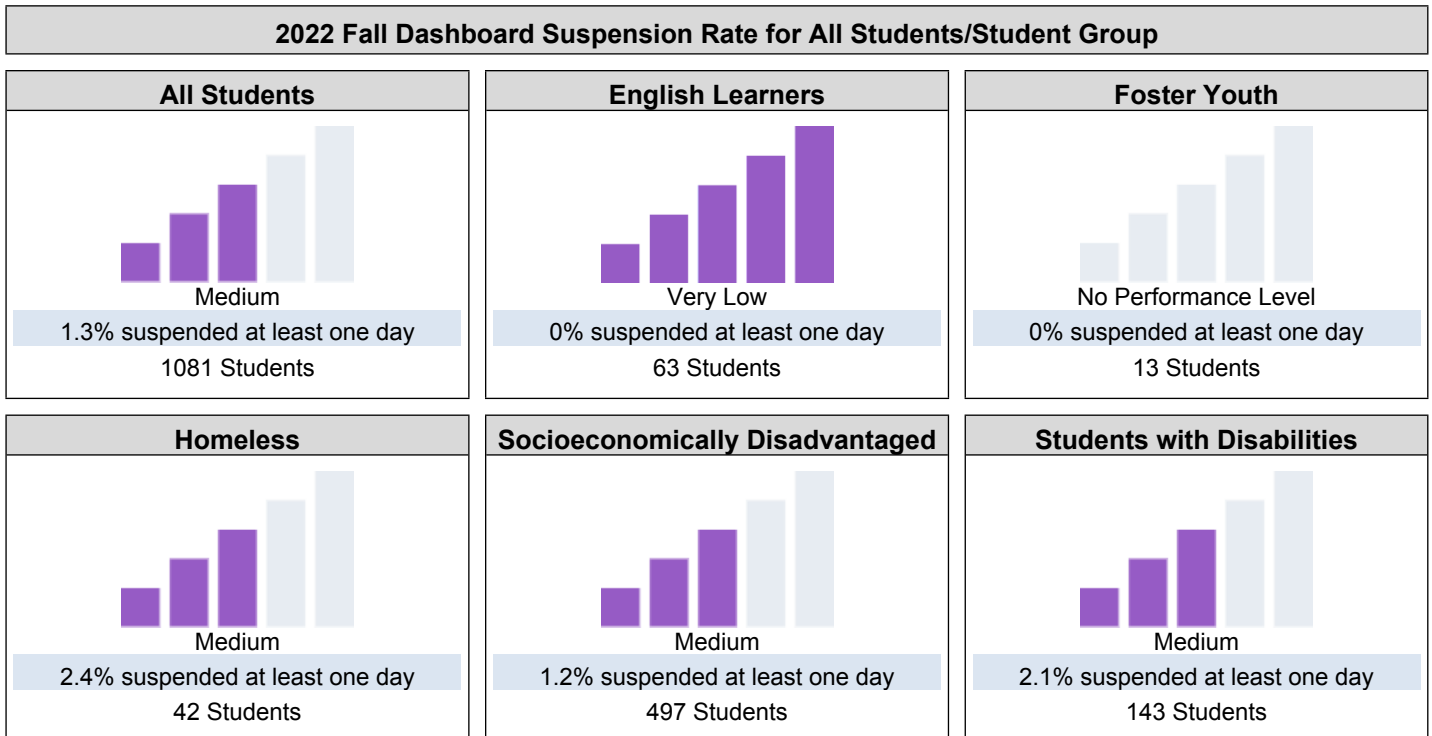
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



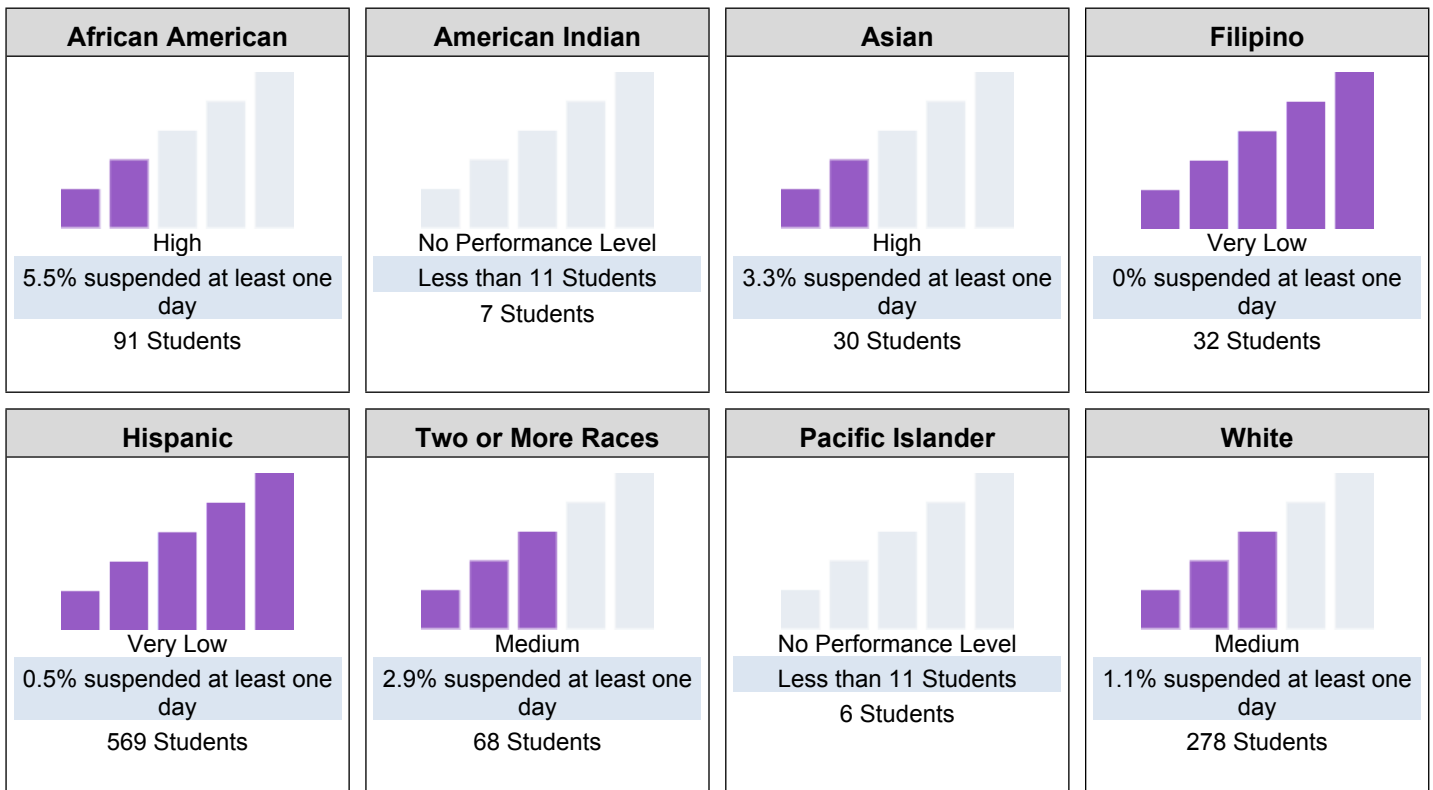
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Students in the African American and Asian student group are experiencing the highest suspension rates in comparison to other student groups.
2. English Learners, Filipino, and Hispanics suspension rates have maintained low in comparison to other student groups.
3. Overall, the suspension rates for Mesa View Elementary School have decreased or maintained their low rates.

Resource Inequities

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

After reviewing the most recent California School Dashboard indicators from 2022 (based on data from the 2021-22 school year), Mesa View Elementary has student groups identified for ATSI due to Chronic Absenteeism. The student groups are Homeless Youth, Filipino, and Multiple Races/Two or More. It is important to note that all student groups were very high in Chronic Absenteeism on the 2022 California School Dashboard. However, the three aforementioned student groups were identified as part of the ATSI process because data was only available for these student groups in two metric areas on the Dashboard (Chronic Absenteeism and Suspension Rate) due to the groups' small size (small number of students in each student group). The Suspension Rate for all three groups was in the medium range, which met the standard. However, because these three student groups were only rated in two areas, and one area was the very high Chronic Absenteeism, the student groups were identified for ATSI.

The school implemented a multi-tiered system of support with strategic actions across Tiers I, II, and III to reduce chronic absenteeism for all student groups during the 2022-23 school year. Chronic absenteeism decreased for all three student groups, which will be reflected positively on the 2023 Dashboard (published in December 2023). The multi-tiered strategic actions have continued into the 2023-24 school year and are showing ongoing improvement with student attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Utilizing iReady Reading Diagnostic #1 data, all students on grade level will meet their annual typical growth and students below grade level will meet their annual stretch growth by iReady Diagnostic #3 (June 2023).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Reading Diagnostic	iReady Reading Diagnostic 3 (Spring 2023) 100% of students will be at the met/exceeds level.	iReady Reading Diagnostic 3 (Spring 2023) 70% of students were at the met/exceeds level.
iReady Lesson Passing Rate	Maintain the percentage of students meeting the lesson passing rate for online instruction lessons in iReady.	The percentage of students meeting the lesson passing rate for online instruction lessons in iReady in ELA was 82%.
CAASPP: Scale Score	Our goal is to increase our CAASPP scale score in ELA to 3rd: 2432, 4th: 2480, and 5th: 2550.	Our CAASPP scale scores in ELA were 3rd: 2432, 4th: 2480, and 5th: 2531.
CAASPP: Percent of students proficient or advance	Our goal is to increase our CAASPP scores to 75% of our students scoring proficient or advanced in ELA.	Our students increased our CAASPP scores to 56% of our students scoring proficient or advanced in ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement the California Standards in English Language Arts with additional support to the curriculum, materials for assessing students, and leveled readers to support students through their independent reading levels based on the student assessments with DRA and iReady Reading Diagnostic results. This includes improved instruction in Phonemic Awareness in grades Tk-2nd and the implementation of What I Need (WIN) time for an intervention in ELA in all grade levels 1st through 5th grade.	Teachers implemented the California Standards in English Language Arts with additional support to the curriculum, materials for assessing students, and leveled readers to support students through their independent reading levels based on the student assessments with DRA and iReady Reading Diagnostic results. This includes improved instruction in Phonemic Awareness in grades Tk-2nd and the implementation of What I Need (WIN) time for an intervention in ELA in all grade levels 1st through 5th grade.	Heggerty online Phonemic Awareness instruction was purchased for all Tk through 2nd grade teachers and SAI teachers to improve the instruction of phonemic awareness and reading foundational skills. 4000-4999: Books And Supplies Title I 1800	Heggerty was purchased for the allocated staff to support foundational reading skills in the area of phonemic awareness in grade TK-2nd. 4000-4999: Books And Supplies Title I 1691.00
		Raz Kids Plus will be purchased for students in grades Kindergarten through 2nd grade. The books available through this program will support the ELA instruction and provide students more opportunities to read books at their level. This	Raz Kids Plus will be purchased for students in grades Kindergarten through 2nd grade to support ELA instruction. 4000-4999: Books And Supplies Title I 3465.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>program will also be used to support WIN time for ELA intervention. 4000-4999: Books And Supplies Title I 4,000</p>	
		<p>Learning Dynamics leveled readers will be purchased for all kindergarten students to support the implementation of their learning to read and decode for ELA instruction. Additionally, the other leveled readers in the sets will be utilized for 1st grade students who are on grade level and 2nd grade students as intervention materials for WIN time. 4000-4999: Books And Supplies Title I 5,000</p>	<p>Learning Dynamics leveled readers were purchased for all kindergarten students to support the implementation of their learning to read and decode for ELA instruction. 4000-4999: Books And Supplies Title I 5181.00</p>
<p>Teachers will participate in grade level planning time to plan for ELA standards based instruction to include the writing of CFA and data analysis. Additionally, they will use this time to discuss planning for intervention time blocks for ELA. Teachers will also be released to meet with administration to review individual goal setting and personal student growth throughout the year. Teachers will participate in the PLC process with the support of admin and the instructional coach.</p>	<p>Teachers participated in grade level planning time to plan for ELA standards based instruction to include the writing of CFA and data analysis. Additionally, they used this time to discuss planning for intervention time blocks for ELA. Teachers participated in the PLC process with the support of admin and the instructional coach.</p>	<p>Teachers will be released for planning time with their grade level teams for ELA instruction and planning of CFAs. Certificated salary and sub release for student assessments for ELA 1-on-1 assessments throughout the school year. Certificated staff will also meet with admin 1-on-1 to review individual goal setting and student growth throughout the year. Additionally, teachers will meet with their teams to have time to do some data review. 1000-1999: Certificated Personnel Salaries Title I 9000</p>	<p>All teachers were provided grade level time for planning time with their grade level teams for ELA and review the grade level data to plan for their instruction. 1000-1999: Certificated Personnel Salaries Title I 9000</p>
		<p>Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in</p>	<p>Teachers met for the allotted PLC time to plan for their ELA instruction.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>rigorous data analysis protocols, plan first best instruction rooted in the CCSS, and collaborate on the social-emotional learning needs of their students. None Specified None Specified 0</p>	<p>None Specified None Specified 0</p>
		<p>Teachers will be released from the classroom to utilize this time to assess students in ELA to monitor their progress in standards mastery. Additionally, they will work with students who are below grade level. 1000-1999: Certificated Personnel Salaries Title I 5500</p>	<p>Teachers were released from the classroom to assess students in ELA to monitor their progress in standards mastery. 1000-1999: Certificated Personnel Salaries Title I 5500</p>
		<p>Teachers will work with the Instructional Coach to discuss strategies and instructional practices for ELA standards instruction through PLCs, Professional Development opportunities, and student-centered coaching cycles. 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Teachers worked and planned with the instructional coach around the ELA standards, curriculum, and assessments. 1000-1999: Certificated Personnel Salaries LCFF 0</p>
		<p>Teachers will participate in two Professional Development opportunities per month through an Admin and Instructional Coach led PD on the early release Wednesdays with a focus on small group ELA instruction, UDL, and intervention strategies that all support ELA standards based instruction. None Specified None Specified 0</p>	<p>Teachers participated in all professional development opportunities. None Specified None Specified 0</p>

Analysis

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

The overall implementation of the actions resulted in positive growth for the grade levels in the area of ELA. ELA materials were purchased for our implementation of ELA strategies utilized in ELA. All students participated in the Leader in Me goal setting for ELA goals. Students in all grades Kindergarten through 5th grade participated in the intervention blocks (WIN time) where teachers supported differentiated ELA leveled instruction.

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

The strategies implemented were effective. We saw growth in iReady reading for all students. When we started the school year (Diagnostic 1) 30% of students met/exceeded the standard. At the end of the year, 70% of students achieved the met/exceed level (Diagnostic 3). The strategies implemented have demonstrated positive growth.

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

There were no major differences in the budgeted expenditures for this 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.

No changes will be made to this goal.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Utilizing iReady Math Diagnostic #1 data, all students on grade level will meet their annual typical growth and students below grade level will meet their annual stretch growth by iReady Diagnostic #3 (June 2023).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Math Diagnostic	iReady Math Diagnostic 3 (Spring 2022) 100% of students will be at the met/exceeds level.	iReady Math Diagnostic 3 (Spring 2022) 62% of students were at the met/exceeds level.
iReady Lesson Passing Rate	Maintain our 70% lesson passing rate for online instruction lessons.	We maintained and exceeded our lesson passing rate for online instruction lessons with an overall 97% passing rate in math for grades K-5.
CAASPP: Scale Scores (overall and by testing grade levels)	By June 2023, our goal is to increase our overall CAASPP scale score to 2510 in Math and by testing grade levels to: 3rd: 2436 4th: 2485 5th: 2528	Our overall CAASPP scale scores were 2460 in Math and by testing grade levels: 3rd: 2425 4th: 2463 5th: 2591
CAASPP: Percent of students proficient or advance	Our goal is to increase our CAASPP scores to 75% of our students scoring proficient or advanced in Math.	40% of our students scored proficient or advanced in Math for CAASPP.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support the Implementation of California Standards in Math through online resources and manipulatives for student use towards mastery of math standards.	Supported the Implementation of California Standards in Math through online resources and manipulatives for student use towards mastery of math standards.	iXL Math will be purchased to supplement standards-based Math instruction for grades 3-5. 4000-4999: Books And Supplies Title I 5700	iXL Math will be purchased to supplement standards-based Math instruction for grades 3-5. 4000-4999: Books And Supplies Title I 5670
		Teachers will have release time for planning with their grade level team around Math instruction, Math CFAs, and pacing guides. Teachers will also use this time for data review	Teachers had their release time for planning with their grade level team around Math instruction, Math CFAs, and pacing guides. Teachers used this time for data review and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>and assessments given in math tied to their instruction. Teachers will meet with administration for 1-on-1 meetings to review student data and growth in math. 1000-1999: Certificated Personnel Salaries Title I 9395</p>	<p>assessments given in math tied to their instruction. Teachers will meet with administration for 1-on-1 meetings to review student data and growth in math. 1000-1999: Certificated Personnel Salaries Title I 9300</p>
		<p>Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols, plan first best instruction rooted in the CCSS, and collaborate on the social-emotional learning needs of their students. None Specified None Specified 0</p>	<p>Teachers met twice weekly, for 50 minutes, for PLC. During this time teachers engaged in data analysis protocols, plan first best instruction rooted in the CCSS, and collaborate on the social-emotional learning needs of their students. None Specified None Specified 0</p>
		<p>Math manipulatives will be purchased to support teaching of Math standards for all grades TK - 5th. 4000-4999: Books And Supplies Title I 20,000</p>	<p>Math manipulatives were purchased to support teaching of Math standards for all grades TK - 5th. 4000-4999: Books And Supplies Title I 18,807.60</p>
<p>Math Professional Development for ongoing planning with teachers and grade levels for implementation of the California State Standards for Math.</p>	<p>Staff participated in Math Professional Development for ongoing planning with teachers and grade levels for implementation of the California State Standards for Math</p>	<p>Professional Development for teachers to improve their instruction of the math standards to support the curriculum and standards implementation through a contract with a math consultant. 5000-5999: Services And Other Operating Expenditures Title I 15000.00</p>	<p>Professional Development was provided to teacher to improve their instruction of the math standards to support the curriculum and standards implementation through a contract with a math consultant. 5000-5999: Services And Other Operating Expenditures Title I 14,400.00</p>
		<p>Teachers will work with the Instructional Coach to discuss strategies and instructional practices for Math standards instruction through PLCs, Professional</p>	<p>Teachers worked with the Instructional Coach to discuss strategies and instructional practices for Math standards instruction through PLCs, Professional</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Development opportunities, and student-centered coaching cycles. 1000-1999: Certificated Personnel Salaries LCFF 0	Development opportunities, and student-centered coaching cycles. 1000-1999: Certificated Personnel Salaries LCFF 0
		Teachers will participate in two Professional Development opportunities per month through an Admin and Instructional Coach led PD on the early release Wednesdays with a focus on small group, Math instruction, UDL, and intervention strategies that are tied to Math standards based instruction. None Specified None Specified 0	Teachers participated in two Professional Development opportunities per month through an Admin and Instructional Coach led PD on the early release Wednesdays with a focus on small group, Math instruction, UDL, and intervention strategies that are tied to Math standards based instruction. None Specified None Specified 0

Analysis

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

The implementation of the strategies showed growth for our students. Our iReady Math Diagnostic 1 (Fall 2022) baseline score was 14% of our students were at the met/exceed level and increased for Diagnostic 3 (Spring 2023) to 62% of students scoring at the met/exceeds level. The math manipulatives and online support materials purchased increased the hands on experience tied to conceptual learning for our students. The math professional development that teachers participated in increased their implementation of the Math standards and monitoring of students' progress through CFAs. Additionally, the training improved their best first instruction for math state standards.

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

The positive increased math scores across the campus demonstrates the effectiveness of the math strategies put in place this school year. CAASPP data for math in grades 3/4/5 increased from 37% in spring 2022 to 40% in spring 2023.

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

There were no major differences in the budgeted expenditures for this 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.

No changes will be made to this goal.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All English learners will increase one ELPI level on the Summative ELPAC and score yellow or green on iReady Reading Diagnostic #3 (June 2023).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification	In 22-23 we will reclassify at least 10% of our EL students.	We reclassified 16% of our EL students.
iReady Reading Diagnostic (EL Group)	In the Spring of 2022, 0 of our 41 English Learners will be scoring two or more grade levels below on the 3rd iReady Reading Diagnostic.	6 of our 41 English Learners scored two or more grade levels below on the 3rd iReady Reading Diagnostic.
Summative ELPAC: ELPI results	In the spring of 2022, 100% of our English Learners will increase one ELPI on their summative ELPAC.	45.9% of our English Learners increased one ELPI on their summative ELPAC.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of California ELD Framework through individual goal setting through 1-on-1 teacher and student release time and materials for intervention to support students with the underperforming areas that would benefit their reclassification process.	Teachers and staff supported all English Learners with goal setting and targeted language instruction to meet the needs of each student in their area of growth.	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols for EL students, plan first best instruction for dELD and iELD in order to best support english learners with their language acquisition. None Specified None Specified 0	Teachers met twice weekly, for 50 minutes, for PLC. During this time teachers engaged in rigorous data analysis protocols for EL students, planned first best instruction for dELD and iELD in order to best support english learners with their language acquisition. None Specified None Specified 0
		Teacher release time to work 1-on-1 with our English Learners for individual goal setting and intervention for ELA areas that are underperforming. Teachers will be provided planning time to review their ELLevation data, student ELPAC scores, and	Teachers and staff participated in release time to work 1-on-1 with our English Learners for individual goal setting and intervention for ELA areas that are underperforming. Teachers will be provided planning time to review their ELLevation data, student

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		review data tied to the reclassification criteria and the student ELPI levels. 1000-1999: Certificated Personnel Salaries Title III 6116	ELPAC scores, and review data tied to the reclassification criteria and the student ELPI levels. 1000-1999: Certificated Personnel Salaries Title III 3200.00
Students will participate in small group and individual instruction with targeted skills for the ELD framework and the student's individual ELD deficits.		Additional materials and supplies will be purchased to support the teaching of the ELD standards and the interventions needed to help students with their focused instructional area on the ELPAC test during small group and individual instruction. 4000-4999: Books And Supplies Title III 2410	Additional materials and supplies were purchased to support the teaching of the ELD standards and the interventions needed to help students with their focused instructional area on the ELPAC test during small group and individual instruction. 4000-4999: Books And Supplies Title III 1534.72

Analysis

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

All strategies were implemented during the 2022-2023 school year to achieve supporting our English Learners.

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

All strategies were effective which is reflected in 16% of our ELs meeting the criteria for reclassification and progressing academically based on their iReady Reading progress and 45% of ELs growing by at least one ELPI level on their 2023 ELPAC.

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

There were no major differences in the budgeted expenditures for this 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.

No changes will be made to this goal.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By June 2023, MVES will have an overall attendance rate of 95% or higher.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronically Absent	The number of chronically absent students will decrease to 10% or less.	The number of chronically absent students increased by 2% from 21-22 to 22-23.
Number of Truants	In the 2022-23 school year, we want to decrease the number of truant students to no more than 45.	The number of truant students increased to 52.
Attendance Rate	In the 2022-23 school year, we want to maintain our overall monthly average attendance rate of 97%.	Our overall monthly average attendance rate was 92.35%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase daily attendance to improve student achievement in all areas through goal setting, implementing the 7 Habits, and monitoring attendance utilizing small group and targeted group supports.	We slightly Increased daily attendance to improve student achievement in all areas through goal setting, implementing the 7 Habits, and monitoring attendance utilizing small group and targeted group supports.	LCAP Provided incentives for increasing attendance, attendance tags will be purchased to positively reinforce school attendance. 4000-4999: Books And Supplies LCFF 958	LCAP Provided incentives for increasing attendance, attendance tags will be purchased to positively reinforce school attendance. 4000-4999: Books And Supplies LCFF 958
		Teachers will review classroom attendance data from Aeries and discuss strategies to assist students and support student achievement during PLCs. None Specified None Specified 0	Teachers reviewed classroom attendance data from Aeries and discuss strategies to assist students and support student achievement during PLCs. None Specified None Specified 0
		Materials to support implementation of Leader in Me and the 7 Habits working with students to target their attendance goals to decrease absences	Materials were utilized to support implementation of Leader in Me and the 7 Habits working with students to target their attendance goals to decrease absences

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		schoolwide through leadership binders. 4000-4999: Books And Supplies LCFF 3832	schoolwide through leadership binders. 4000-4999: Books And Supplies LCFF 3650
		Extra duty hours will be provided to our classified staff so they are able to participate in the Leader in Me training to increase participation in the 7 Habits and training in Leader in Me. 2000-2999: Classified Personnel Salaries Title I 3000	Some of our classified staff were able to participate in the Leader in Me training to increase participation in the 7 Habits and training in Leader in Me. 2000-2999: Classified Personnel Salaries Title I 2732

Analysis

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

The overall implementation of the strategies and activities was effective in supporting all students with attendance. Although we did not meet our attendance goal of 95%, we were able to see an increase in our attendance from the previous year. Each student tracking their own attendance in their Leader in Me Leadership Binder was beneficial for the individual progress. Students remain motivated through the attendance incentive tags for monthly outstanding attendance.

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

We did not see the outcomes expected in the area of attendance with these strategies and activities. Overall we maintained our numbers from the previous year. We continue to see a need to educate the community on student attendance post pandemic practices.

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

There were no major differences in the budgeted expenditures for this 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 increase our attendance practices and parent education around attendance to improve overall attendance for the coming school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, 95% of MVES students will be Exceeding or Meeting in the area of "Behavior: Follow school and classroom rules" based on semester 2 report card data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of Suspensions	In the 2022-23 school year, we will decrease the number of suspension incidents by 9 incidents.	We decreased the number of suspension incidents by 9 incidents.
Report Card Data for "Behavior: Follow school and classroom rules".	At the end of the 2022-23 school year on the end of the year report cards, we will have 95% of students scoring Met/Exceeds in the area of Behavior: Follow school and classroom rules".	We had 96% of students scoring Met/Exceeds in the area of Behavior: Follow school and classroom rules".
CHKS School Engagement	On our 2023 CHKS, results will increase to 60% of our students in 5th grade feeling as the adults on campus care for their wellbeing.	57% of our students in 5th grade reported feeling as the adults on campus care for their wellbeing according to the CHKS.
CHKS Safety	On our 2023 CHKS, results will increase to 75% of our students in 5th grade feeling safe at school.	67% of our students in 5th grade reported feeling safe at school on the CHKS.
CHKS Facilities	On our 2023 CHKS, results will increase to 75% of our students in 5th grade feeling our school facilities are well maintained.	62% of our students in 5th grade reported feeling our school facilities are well maintained on the CHKS.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All teachers and classified staff will participate in additional Leader in Me training and implementation of the 7 habits school-wide as a way to promote educational and personal growth goals to decrease behaviors occurring on the school campus. Playground Supervisors will participate in additional trainings and meeting collaborations to improve their strategies for conflict resolution and	Teachers and classified staff participated in ongoing Leader in Me training and implementation of the 7 habits school-wide as a way to promote educational and personal growth goals to decrease behaviors occurring on the school campus. Playground Supervisors participated in additional trainings and meeting collaborations to improve their strategies for conflict resolution and monitoring	PE teacher and aides will teach the students the games that will be played on the playground. They will be teaching the rules and expectations for the games during the student's PE time. None Specified None Specified 0 Salaries for classified staff to attend professional development and ongoing collaborative	PE teacher and aides taught the students the games that were played on the playground. They taught the rules and expectations for the games during the student's PE time. None Specified None Specified 0 Classified staff attended professional development and ongoing collaborative meetings around

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>monitoring of students while on the playground to decrease the number of disciplinary incidents. Our PE teachers will teach the rules of the games on the playground. Signs have been purchased to outline the playground rules for games, as well, to help minimize disruptions occurring on the playground.</p>	<p>of students while on the playground to decrease the number of disciplinary incidents. Our PE teachers taught the rules of the games on the playground. Signs were purchased and posted to outline the playground rules for games, as well, to help minimize disruptions occurring on the playground.</p>	<p>meetings around discipline and focused students from subgroups. 2000-2999: Classified Personnel Salaries Title I 1200.00</p>	<p>discipline and focused students from subgroups. 2000-2999: Classified Personnel Salaries Title I 1158</p>
		<p>PD supplies include, but not limited to pens, post-its, chart paper, markers, copy paper, printer ink, etc. Materials will also be utilized to support students who are modeling positive examples of the 7 Habits on the playground through our "Helpful Horseshoes" for a weekly raffle drawing to decrease the discipline occurring on the playground. 4000-4999: Books And Supplies Title I 500.00</p>	<p>PD supplies were purchased. Materials were utilized to support students who modeled positive examples of the 7 Habits on the playground through our "Helpful Horseshoes" for a weekly raffle drawing to decrease the discipline occurring on the playground. 4000-4999: Books And Supplies Title I 992.00</p>
		<p>Signs will be purchased for the playground to display the rules and expectations to help minimize disciplinary and conflicts on the playground. 4000-4999: Books And Supplies Unrestricted 650</p>	<p>Signs were purchased for the playground to display the rules and expectations to minimize disciplinary and conflicts on the playground. 4000-4999: Books And Supplies Unrestricted 624.44</p>

Analysis

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

All strategies and activities were implemented as outlined above to achieve the goal of supporting students to be aware of the school rules and expectations. The strategies were consistent and reviewed with all students and staff.

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

Overall, we saw a decrease in the number of disciplinary referrals and an increase in the consistency of rules and expectations across the school campus. The consistency with the strategies allowed for a positive outcome and an improved and safer school campus for all students.

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

There were no major differences.

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.

No changes will be made to this goal or area.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA Achievement

Goal Statement

Utilizing iReady Reading Diagnostic #1 data, all students on grade level will meet their annual typical growth and students below grade level will meet their annual stretch growth by iReady Diagnostic #3 (June 2024).

LCAP Goal

Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-24 school year, we want to increase the number students meeting and exceeding grade-level reading standards in all grades. The following percentage of students are performing on grade level based on the 2023-34 Diagnostic #1: Kindergarten: 36%, 1st: 15%, 2nd:28%, 3rd: 42%, 4th: 30%, 5th: 34% with an overall of 31% of all students at the met/exceeds level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Reading Diagnostic	On iReady Reading Diagnostic 1 (Fall 2023) 31% of students were at the met/exceeds level.	iReady Reading Diagnostic 3 (Spring 2024) 100% of students will be at the met/exceeds level.
iReady Lesson Passing Rate	Our 2022-23 data indicates that 82% of our students are meeting the lesson passing rate for online instruction lessons.	Maintain a 80% or higher percentage of students meeting the lesson passing rate for online instruction lessons in iReady.
CAASPP: Scale Score	Our 2022-23 data indicated CAASPP scale score for ELA was: 3rd: 2431, 4th: 2480, and 5th: 2531.	Our goal is to increase our CAASPP scale score in ELA to 3rd: 2450, 4th: 2490, and 5th: 2541.
CAASPP: Percent of students proficient or advance	Our 2022-23 data from CAASPP scores showed that 56% of our students where proficient or advanced in ELA.	Our goal is to increase our CAASPP scores to 60% of our students scoring proficient or advanced in ELA.
iReady Reading Diagnostic for Students with Disabilities	Students with Disabilities On iReady Reading Diagnostic 1 (Fall 2023) 13% of students were at the met/exceeds level.	Students with Disabilities On iReady Reading Diagnostic 3 (Spring 2024) 50% of students were at the met/exceeds level.

Planned Strategies/Activities

Strategy/Activity 1

Implement the California Standards in English Language Arts with additional support to the core curriculum, implementation of Orton Gillingham practices, and leveled readers to support students through their independent

reading levels based on the student assessments results. This includes improved instruction in Phonemic Awareness in grades Tk-2nd and the instruction of ELA standards during the What I Need (WIN) time as an intervention in ELA in all grade levels 1st through 5th grade.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	2250.00
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
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Description	Heggerty online Phonemic Awareness instruction was purchased for all Tk through 2nd grade teachers and SAI teachers to improve the instruction of phonemic awareness and reading foundational skills.
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Amount	4,000
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
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Description	Raz Kids Plus will be purchased for students in grades Kindergarten through 2nd grade. The books available through this program will support the ELA instruction and provide students more opportunities to read books at their level. This program will also be used to support WIN time for ELA intervention.
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Amount	4500
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
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Description	Learning Dynamics leveled readers will be purchased for all kindergarten students to support the implementation of their learning to read and decode for ELA instruction. Additionally, the other leveled readers in the sets will be utilized for 1st grade students who are on grade level and 2nd grade students as intervention materials for WIN time.
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Amount	330.00
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Source	Title I
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Budget Reference	4000-4999: Books And Supplies
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Description	Fitness and Fluency will be purchased for Kindergarten students to support their learning of letter sounds, blending CVC words, and phonemic awareness skills.
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Amount	1300.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	SeeSaw will be purchased as a site license to support the teaching and practicing of the ELA standards for students in grades TK-5th.
Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies will be purchased to supported targeted instruction for ELA standards that support the UDL practices.
Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff will be provided extra duty pay to push into classrooms to support students who are struggling with ELA concepts as an intervention.
Amount	4550
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Textbooks and materials may be purchased or replaced that are used for ELA instruction.
Amount	6890
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Magazines are provided for all students to support reading and comprehension of nonfiction text.
Amount	0
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for Orton Gillingham has been provided to teacher and staff to support their implementation of the ELA state standards.

Strategy/Activity 2

Teachers will participate in grade level planning time to plan for ELA standards based instruction to include the writing of CFA and data analysis. Additionally, they will use this time to discuss planning for intervention time blocks for ELA. Teachers will participate in the PLC process with the support of admin and the instructional coach.

Students to be Served by this Strategy/Activity

All Students, African American, Homeless, Socioeconomically Disadvantaged Students, and Students with Disabilities

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will receive extra duty pay for planning time with their grade level teams for ELA instruction and planning of CFAs. Additionally, teachers will be provided time for data review and planning for next steps for student intervention and teaching of the ELA standards with their grade level teams.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols, plan first best instruction rooted in the CCSS, and collaborate on the social-emotional learning needs of their students.
Amount	11,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers in grades K-2nd will be released from the classroom to assess students 1-on-1 in ELA to monitor their progress in standards mastery. Additionally, they will work with students who are below grade level.
Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will work with the Instructional Coach to discuss strategies and instructional practices for ELA standards instruction through PLCs, Professional Development opportunities, and student-centered coaching cycles.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teachers will participate in two Professional Development opportunities per month through an Admin and Instructional Coach led PD on the early release Wednesdays with a focus on small group ELA instruction, UDL, and intervention strategies that all support ELA standards based instruction.
Amount	10,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to work with grade level teams to develop ELA lesson plans around UDL best practices to support student mastery of ELA standards.
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to meet with Administration to review student progress in ELA. This will occur twice during the school year.
Amount	16666.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	We will contract with a consultant from RCOE to support our implementation of UDL practices targeting reading comprehension and professional learning around our implementation of Universal Design for Learning.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Our site based Instructional Coach works collaboratively with all grade levels and all teachers to provide professional development, support with lesson planning, and attends PLCs to improve ELA instruction.
Amount	7500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes will be provided for IEP meetings where teachers will meet with families to communicate student's progress toward their IEP goals in ELA.

Strategy/Activity 3

Staff will continuously assess students to determine their academic progress towards mastery of grade level standards and monitor to ensure underperforming students are making gains towards proficiency.

Students to be Served by this Strategy/Activity

All students

Timeline

2023- 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	3310
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tk and Kinder teachers will be provided time to assess students at the beginning of the school year to determine a baseline score through their ESGI assessments.
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	School Library funds to refresh materials and supplies in the library to support increased literacy skills for all students.
Amount	9000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Community Learning Events will be held throughout the school year to engage parents in literacy practices to support home to school communication.
Amount	19300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	NGSS Materials and supplies will be replenished and refreshed annually.
Amount	800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Vertical Alignment Collaboration funds are provided for TK and Kinder collaboration and 5th grade to 6th grade collaboration.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math Achievement

Goal Statement

Utilizing iReady Math Diagnostic #1 data, all students on grade level will meet their annual typical growth and students below grade level will meet their annual stretch growth by iReady Diagnostic #3 (June 2024).

LCAP Goal

Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-24 school year, we want more students to move towards mastery of grade-level math standards in all grades. The following percentage of students are performing on grade level based on the 2023-24 Diagnostic #1: Kindergarten: 23%, 1st: 5%, 2nd: 11%, 3rd: 8%, 4th: 13%, 5th: 22% with an overall for all students of 13% of students scoring at the met/exceeds level for the beginning of the year data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Math Diagnostic	On iReady Reading Diagnostic 1 (Fall 2023) 13% of students were at the met/exceeds level.	iReady Math Diagnostic 3 (Spring 2024) 75% of students will be at the met/exceeds level.
iReady Lesson Passing Rate	Students are at an overall 97% lesson passing rate for online instruction lessons.	Maintain our 90% lesson passing rate for online instruction lessons.
CAASPP: Scale Scores (overall and by testing grade levels)	Our 2022-23 data indicated CAASPP scale score was 2460 in Math. Our 2022-23 data indicated CAASPP scale score for Math was: 3rd: 2425 4th: 2463 5th: 2491	By June 2024, our goal is to increase our overall CAASPP scale score to 2510 in Math. Our goals for June 2024 for CAASPP scale scores by grade level are: 3rd: 2435 4th: 2473 5th: 2510
CAASPP: Percent of students proficient or advance	Our 2022-23 data from CAASPP scores showed that 40% of our students were proficient or advanced in Math.	Our goal is to increase our CAASPP scores to 60% of our students scoring proficient or advanced in Math.
iReady Math Diagnostic for Students with Disabilities	Students with Disabilities On iReady Math Diagnostic 1 (Fall 2023) 3% of students were at the met/exceeds level.	Students with Disabilities On iReady Math Diagnostic 3 (Spring 2024) 50% of students were at the met/exceeds level.

Planned Strategies/Activities

Strategy/Activity 1

Support the teaching of the California Standards in Math through our core curriculum, online resources and manipulatives for student use towards mastery of math standards.

Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, Homeless

Timeline

2023-24 school year.

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	2100.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	iXL Math will be purchased to supplement standards-based Math instruction for students in 5th grade
Amount	9000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will receive extra duty pay for planning time with their grade level teams for Math instruction and planning of CFAs. Additionally, teachers will be provided time for data review and planning for next steps for student intervention and teaching of the Math standards with their grade level teams.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols, plan first best instruction rooted in the CCSS, and collaborate on the social-emotional learning needs of their students.
Amount	7,559
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Math manipulatives will be purchased to support teaching of Math standards for all grades TK - 5th.
Amount	3295
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math will be purchased as a site licence to support math fact fluency implementation across grades 2nd - 5th.
Amount	330.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Fitness and Fluency will be purchased for Kindergarten to support their math fact fluency, number recognition, and counting.
Amount	1260.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	SeeSaw will be purchased as a site license to support teaching and practicing of all math concepts in grades TK-5th.
Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff will be provided extra duty pay to push into classrooms to support students who are struggling with Math concepts as an intervention.
Amount	18960
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Go Math textbooks and online curriculum were purchased for all students and staff to teach the state standards in math.

Strategy/Activity 2

Math Professional Development for ongoing planning with teachers and grade levels for implementation of the California State Standards for Math.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Teachers
 Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	3,200.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development for teachers to improve their instruction of the math standards to support the curriculum and standards implementation through a contract with a math consultant.

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will work with the Instructional Coach to discuss strategies and instructional practices for Math standards instruction through PLCs, Professional Development opportunities, and student-centered coaching cycles.

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will participate in two Professional Development opportunities per month through an Admin and Instructional Coach led PD on the early release Wednesdays with a focus on small group, Math instruction, UDL, and intervention strategies that are tied to Math standards based instruction.

Amount	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development for teachers to improve their instruction of the math standards to support the curriculum and standards implementation through a contract with a math consultant.

Amount	10,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to work with grade level teams to develop Math lesson plans around UDL best practices to support student mastery of Math standards.

Amount	3500
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to assess students 1-on-1 in Math to monitor their progress in standards mastery. Additionally, they will work with students who are below grade level.
Amount	2000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to meet with Administration to review student progress in Math. This will occur twice during the school year.
Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Our site based Instructional Coach works collaboratively with all grade levels and all teachers to provide professional development, support with lesson planning, and attends PLCs to improve Math instruction.
Amount	7500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes will be provided for IEP meetings where teachers will meet with families to communicate student's progress toward their IEP goals in Math.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Achievement

Goal Statement

By June 2024, all English learners will increase one ELPI level on the Summative ELPAC and score yellow or green on iReady Reading Diagnostic #3.

LCAP Goal

Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.

Basis for this Goal

In the Fall of 2023, 48% of our English Learners were scoring two or more grade levels below (red) on the 1st iReady Reading Diagnostic.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification	In 2022-23, 14% of our English Learners were reclassified.	In 23-24 we will reclassify at least 10% of our EL students.
iReady Reading Diagnostic (EL Group)	In the Fall of 2023, 48% English Learners were scoring two or more grade levels below (red) on the 1st iReady Reading Diagnostic.	In the Spring of 2024, 0 of our 41 English Learners will be scoring two or more grade levels below on the 3rd iReady Reading Diagnostic.
Summative ELPAC: ELPI results	In the Fall of 2023, 100% of our English Learners have one or more ELPI that does not meet the criteria for reclassification.	In the spring of 2024, 100% of our English Learners will increase one ELPI on their summative ELPAC.

Planned Strategies/Activities

Strategy/Activity 1

Implementation of California ELD Framework through individual goal setting 1-on-1 teacher and student release time and materials for intervention to support students with the underperforming areas that would benefit their reclassification process.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Administrators
Teachers
Instructional Coach
Bilingual Instructional Aide

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols for EL students, plan first best instruction for dELD and iELD in order to best support english learners with their language acquisition.
Amount	5756
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher release time to work 1-on-1 with our English Learners for individual goal setting and intervention for ELA areas that are underperforming. Teachers will be provided planning time to review their ELlevation data, student ELPAC scores, and review data tied to the reclassification criteria and the student ELPI levels.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Through the use of ELlevation, teachers monitor student progress of EL students and RFEP students.

Strategy/Activity 2

Students will participate in small group and individual instruction with targeted skills for the ELD framework and the student's individual ELD deficits for their designated ELD time and in whole-group for their integrated ELD time.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Administrators
Teachers
Instructional Coach
Bilingual Instructional Aide

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Additional materials and supplies will be purchased to support the teaching of the ELD standards and the interventions needed to help students with their focused instructional area on the ELPAC test during small group and individual instruction.
Amount	0
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Our Bilingual Aide will push-in to classrooms to provide academic support to our English Learners.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Our site based Instructional Coach works collaboratively with teachers and the Bilingual Aide to provide professional development and support with lesson planning to improve ELD instruction.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage in rigorous data analysis protocols, plan first best instruction rooted in the ELD framework, and target the area of needs for students to reclassify.
Amount	2625
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be released from the classroom to administer the ELPAC assessment to students. Additionally teachers will annually be trained in administering the ELPAC.
Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services will be provided for all families as needed for parent meeting, school communication, or IEP meetings.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

By June 2024, MVES will have an overall attendance rate of 95% or higher and decrease the number of chronically absent students by 10%.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse, social-emotional, and physical development of all students.

Basis for this Goal

Our school-wide annual attendance rate average for 2018-20 was 96%. Our goal is to maintain an average school-wide attendance rate of at least 95%. In addition, our focus for 2023-24 is to decrease the number of students with attendance concerns in the following student groups: African American, Students with Disabilities, and Homeless. We need to decrease the number of students who are chronically absent which was 239 students in the spring of 2023.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronically Absent	In the 2022-23 school year, there were 239 students who were chronically absent, which was approximately 26%.	The number of chronically absent students will decrease to 10% or less or 90 or less students.
Attendance Rate	In the 2022-23 school year, our attendance rate was 92.35%.	By June 2024, we want to increase our overall monthly average attendance rate to 95% or higher.

Planned Strategies/Activities

Strategy/Activity 1

Increase daily attendance to improve student achievement in all areas through goal setting, implementing the 7 Habits, and monitoring attendance utilizing small group and targeted group supports.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal

School Counselor
 Attendance Clerk
 Community Liaison Office Clerk

Proposed Expenditures for this Strategy/Activity

Amount	1820
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives will be provided to students for increasing attendance to include attendance tags that have been purchased to positively reinforce school attendance. Additionally awards and classes prizes will be provided to classes in each grade level that have the highest attendance rates.

Amount	3640
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teachers will review classroom attendance data from Aeries and discuss strategies to assist students and support student achievement during PLCs and support students in tracking attendance in their leadership binders.

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support implementation of Leader in Me and the 7 Habits working with students to target their attendance goals to decrease absences schoolwide through leadership binders.

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage and collaborate on the social-emotional learning needs of their students in order to improve attendance.

Amount	1256
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies will be available as community outreach for families as we support them with improving their attendance in school.

Amount	18960
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Teachers and staff provided extra duty hours to support the implementation of Saturday School days throughout the school year to support improving attendance.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environments

Goal Statement

By June 2024, MVES will decrease the number of students reporting they have been hit or pushed at school by 10% as reported in the CHKS.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse, social-emotional, and physical development of all students.

Basis for this Goal

38.5% of students reported being hit or pushed on the CHKS from 22-23.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Suspensions	In the 2022-23 school year, we had 10 suspension incidents.	In the 2023-24 school year, we will decrease the number of suspension incidents by 1 incident.
CHKS Safety	According to the 2023 CHKS results, 38.5% of 4th and 5th graders reported being hit or pushed on the CHKS survey.	In the 2023-24 school year, we will decrease the number of 4th and 5th graders reported being hit or pushed on the CHKS survey to 25%.
CHKS School Engagement	According to the 2023 CHKS results, 57% of our 5th grade and 67% of our 4th grade students reported as most or all of the time when it came to having Caring Adults in School.	On our 2024 CHKS, results will increase to 75% of our 5th grade and 75% of our 4th grade students reporting as most or all of the time when it comes to having Caring Adults in School.
CHKS Safety	According to the 2023 CHKS results, 75% of our 4th grade and 66% of our 5th grade students reported feeling safe at school.	On our 2023 CHKS, results will increase to 80% of our 4th graders and 75% of our students in 5th grade feeling safe at school.
CHKS Facilities	According to the 2023 CHKS results, 64% of our 4th grade students and 62% of our students in 5th grade shared the school facilities were well maintained.	On our 2023 CHKS, results will increase to 75% of our 4th grade and 75% of our students in 5th grade will report feeling our school facilities are well maintained.

Planned Strategies/Activities

Strategy/Activity 1

All teachers and classified staff will participate in additional Leader in Me training and implementation of the 7 habits school-wide as a way to promote educational and personal growth goals to decrease behaviors occurring on the school campus. Playground Supervisors will participate in additional trainings and meeting collaborations to improve their strategies for conflict resolution and monitoring of students while on the playground to decrease the number of disciplinary incidents. Our PE teachers will teach the rules of the games on the playground. Signs are posted to outline the playground rules for games, as well, to help minimize disruptions occurring on the playground.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers
School Counselor
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	PE teacher and aides will teach the students the games that will be played on the playground. They will be teaching the rules and expectations for the games during the student's PE time to ensure common rules across the campus to decrease disciplinary incidents on the playground and in PE. PE materials will be refreshed annually.
Amount	500.00
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries for classified staff to attend professional development and ongoing collaborative meetings around discipline and focused students from targeted student groups.
Amount	500.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	PD supplies include, but not limited to pens, post-its, chart paper, markers, copy paper, printer ink, etc. Materials will also be utilized to support students who are modeling positive examples of the 7 Habits on the playground through our "Helpful Horseshoes" for a weekly raffle drawing to decrease the discipline occurring on the playground.
Amount	10,000
Source	LCFF

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Site license contract with Franklin-Covey to maintain our Leader in Me implementation and materials and supplies needs to support the implementation of our Leader in Me practices across the school campus.
Amount	300.00
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Monthly meetings with Playground Supervisors to review expectations on the playground, active monitoring of students, and targeted areas of concern.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Behavior Expectation Assemblies with grade levels, teachers, administration, and school counselor to target areas of concern and remind student of the expectations to decrease behavior incidents occurring.
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet twice weekly, for 50 minutes, for PLC. During this time teachers will engage and collaborate on the social-emotional learning needs of their students to improve behavior and safety on the playground.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Go Guardian is provided to all certificated staff to monitor student's usage on the computer in alignment with classroom and behavior expectations.
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Emergency supplies will be refreshed annually to ensure a safe and secure campus for all students.
Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Busses will be provided for the 5th grade students to visit the middle school for their 6th grade tour in the spring of 2024.

Strategy/Activity 2

Maintain a safe and engaging school campus where all students can learn and grown both academically, physically and emotionally.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023 - 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
School Counselor
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Individual student supplies are provided to keep students engaged with their learning and academics.
Amount	2575
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	GATE enrichment and subs for GATE testing will be provided in the spring to support GATE students and teachers.
Amount	23600
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend positions funded for staff who provided additional opportunities on the school campus through activities, sports, clubs and more.
Amount	910
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for students who are meeting their Social-emotional learning goals in their leadership binders.
Amount	14560
Source	LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Funding provided for all students to participate in a field trip for an off campus educational experience.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	82,780.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	331,002.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title III	7,156	0.00
Title I	75,624	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	246,922.00
None Specified	0.00
Title I	75,624.00
Title III	7,156.00
Unrestricted	1,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	127,551.00
2000-2999: Classified Personnel Salaries	6,800.00
4000-4999: Books And Supplies	155,285.00
5000-5999: Services And Other Operating Expenditures	31,366.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	85,295.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	121,461.00
5000-5999: Services And Other Operating Expenditures	LCFF	28,166.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	36,500.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	31,924.00
5000-5999: Services And Other Operating Expenditures	Title I	3,200.00
1000-1999: Certificated Personnel Salaries	Title III	5,756.00
4000-4999: Books And Supplies	Title III	1,400.00
2000-2999: Classified Personnel Salaries	Unrestricted	800.00
4000-4999: Books And Supplies	Unrestricted	500.00

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

Name of Members	Role
Cyndy Guerrettaz	Principal
Nora Latif	Classroom Teacher
Ruth Espinoza	Classroom Teacher
Kati O'day	Classroom Teacher
Stephanie Hernandez	Parent or Community Member
Ashley Kirschman	Parent or Community Member
Tim Peters	Parent or Community Member
Brenden Cota	Other School Staff
Martin Rodriguez	Parent or Community Member
Amelia Bohne	Parent or Community Member

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.

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
	State Compensatory Education Advisory Committee
	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 October 5, 2023.

Attested:

	Principal, Cyndy Guerrettaz on Oct. 5, 2023
	SSC Chairperson, Martin Rodriguez on Oct. 5, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education


State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



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Cyndy Guerrettaz, Principal *Jennifer Jensen, Assistant Principal*

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Parents/Guardians and Families are notified of the parent and family engagement policy during Back To School Night, which is held every year during the first month of the school year.
- Parents/Guardians and Family members received a copy of the policy in their home language at the Parent/Guardian Conference.
- Copies of the policy are located in the school office throughout the school year so that parents/guardians and families can obtain a copy.
- The policy is reviewed each fall by the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- A Back to School Night is held every year during the first month of the school year. During Back to School Night, each classroom teacher provides a classroom presentation to parents detailing the academic content standards for the grade level, grade level assessments, and how to monitor their child's progress in the parent portal in order to assist in improving their child's mastery of grade level standards.
- Parent/guardian informational meetings (Coffee with the Principal) are held five times a year. During these meetings, parents are provided with information and tips for assisting in their child's academic and social achievement at school. Parents/guardians are also informed about academic programs the school offers.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Annual meetings include:

- Our Annual Title I Meeting is included every year at our Back To School Night, which is held during the first month of school.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Our Coffee with the Principal Parent/Guardian Meetings are held five times a year at various times throughout the year to inform our parents of instructional programs, attendance procedures, proactive behavior measures, parenting classes, and other topics as requested by parents/guardians.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- During the five Coffee with the Principal meetings throughout the year, parents/guardians are able to provide input about the school's Title I programs.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Parents/guardians are provided information about the school's Title I programs during Back to School Night at the beginning of the school year.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- An explanation with question and answer time about our school's curriculum, assessments, and expected student proficiency levels is provided annually at a parent/guardian Coffee with the Principal meetings.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parents/guardians may request a meeting with any staff member throughout the school year and a meeting will be scheduled in a timely manner to discuss decisions related to their child's education.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Teachers review grade level content standards, assessments, and how to routinely monitor a student's progress at the annual parent/guardian conference scheduled at the end of first trimester and/or a parent/guardian may request a conference at any time throughout the year.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Our school may hold Language Arts and a Math curriculum family night each year to assist parents in fun ways to work with their students at home and improve their child's academic achievement.
- Parent/guardian workshops are also held at the parent/guardian Coffee with the Principal meetings to assist parents with how to help their student at home to improve their academic progress.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school provides an annual Parent/Guardian Family Engagement training within the first semester of the school year to the staff.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resources and family nights, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parent resources are available to all parents/guardians in our school office.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- A parent/guardian school handbook and calendar are available on the school website and hard copies are available per request in the front office. The calendar contains special events, meetings, and programs that are held throughout the year.
- The school has a website, Parent Square, and Facebook page with translation ability, which are regularly updated with school events.
- Parent Square phone calls/text/emails are sent out several times a month to parents/guardians detailing school events.
- All school flyers are sent home via Parent Square in both English and Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent Involvement opportunities are held monthly to include: Flag Ceremonies, Semester Assemblies, Curriculum Nights, Family Engagement Events, Coffee with the Principal, Parent/Guardian meetings and Musical performances.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Mesa View School Site Council on October 13, 2020 and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November 17, 2023.

Cyndy Guerrettaz

Signature of Authorized Official

October 5, 2023



Date

California Department of Education
July 2018



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Cyndy Guerrettaz, Principal *Jennifer Jensen, Assistant Principal*

School-Parent/Guardian Compact

The school distributes to parents/guardians and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents/guardians and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents/guardians and family members, and teachers through, at a minimum, annual parent/guardian-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents/guardians and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent/guardian-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents/guardians and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents/guardians and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- State academic content standards drive the instruction for all grade levels and local and state assessments are administered to measure student growth towards state standard mastery.
- All parents/guardians have access to the parent-student handbook online or available in our front office where parent/guardian responsibility for supporting their child's learning is outlined for their review.
- Parents and guardians are encouraged to attend an annual conference with their child's teacher in Fall. During the Fall conference the School Compact is reviewed with the parent/Additional conferences can be scheduled throughout the year at the request of the teacher or parent/guardian.
- Student progress is sent out formally four times a year (two progress reports per year and two report cards).
- All staff have a district email that is linked to the school website. All teaching staff have access to Parent Square for communication with families. Some staff also use communication applications such as Remind 101 or Class Dojo for parent/guardian messaging.
- The parent/guardian volunteer protocol is outlined in the parent/guardian/student handbook that is available online or in the front office. All parents/guardians are welcome to volunteer, they must have a current negative TB test on file, sign the volunteer contract, provide identification for a background check through Raptor, participate in the volunteer training, and complete a volunteer application that must be approved by the school site.
- A parent/guardian may observe their child's classroom as long as they provide at least 24 hours notice to the child's teacher and have made arrangements with administration per board policy.

The school engages Title I, Part A parents/guardians and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- A Back to School Night is held every year during the first month of the school year. During Back to School Night, each classroom teacher provides a classroom presentation to parents detailing the academic content standards for the grade level,

grade level assessments, and how to monitor their child's progress in the parent portal in order to assist in improving their child's mastery of grade level standards.

The school provides Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent/guardian informational meetings (Meet with the Principal) are held five times a year. During these meetings, parents are provided with information and tips for assisting in their child's academic and social achievement at school. Parents/guardians are also informed about academic programs the school offers.

With the assistance of Title I, Part A parents/guardians and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Parents and guardians are encouraged to attend an annual conference with their child's teacher in Fall. During the Fall conference the School Compact is reviewed with the parent/Additional conferences can be scheduled throughout the year at the request of the teacher or parent/guardian.
- If a student needs social or academic intervention a SST meeting may be held and a parent/guardian will be invited to attend the meeting to provide input on their child's strengths and areas of concern.
- An Individualized Education Plan (IEP) meeting is held at least annually for all special education students and parents are invited to attend to provide input on their child's current progress and needs.

The school coordinates and integrates the Title I, Part A parental/guardian involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Parent/guardian resources are located in the front office along with devices for parents needing internet access.
- Parent/guardian registration days are held before school commences each year to assist parents with the registration process.

The school distributes information related to school and parent/guardian programs, meetings, and other activities to Title I, Part A parents/guardians and family members in a format and language that the parents/guardians and family members can understand (ESSA Section 1116[e][5]) in which ways?

- All letters, flyers, and documents for parents/guardians are translated into Spanish.
- All recorded school messages are sent out in English and Spanish.
- All parent/guardian meetings, workshops, and classes are translated via a translator.

The school provides support for parent/guardian and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Two curriculum nights (Reading and Math) may be offered each year and families are encouraged to attend to participate in academic activities together.
- Parents/guardians are encouraged to attend school events throughout the year to include: monthly flag ceremonies, parent-teacher conferences, family nights
- Our school has an ASB to promote student leadership. Our ASB and PTA hosts annual family events to include: Fall Festival, Lunch with a Loved One, and a family dance.

The school provides opportunities for the participation of all Title I, Part A parents/guardians and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents/guardians and family members can understand (ESSA Section 1116[f]) in which ways?

- All information provided to parents/guardians and families including school reports are provided in the family's home language.

This Compact was adopted by the Mesa View Elementary School Site Council on October 5, 2023 and will be in effect for the period of 2023-24 school year.

The school will distribute the Compact to all parents/guardians and family members of students participating in the Title I, Part A program on, or before: November 17, 2023.

Cyndy Guerrettaz
Principal
October 5, 2023
California Department of Education
July 2018