

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mesa Elementary	19 64436 6012561	October 23, 2025	January 08, 2026

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Purpose:

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

Components:

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

Governance and Educational Partner Engagement:

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

CSI and ATSI Planning:

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

Parent and Community Involvement:

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

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

Alignment with Federal and State Mandates:

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

Title I Implementation:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents at our school are actively involved through the School Site Council (SSC), English Learner Advisory Committee, and PTA. Our School, Family, and Community Outreach Liaison works to promote parent engagement, and our full-time school counselor provides workshops and resources to support students while encouraging family involvement. Each year, the School Site Council conducts a comprehensive needs assessment to identify school priorities and guide the goals of the School Plan for Student Achievement (SPSA). The SSC reviews the SPSA annually to evaluate progress, make adjustments as needed, and approves the Title I and Targeted SPSA budget to ensure resources align with school goals. The ELAC reviews and provides input on the School Plan for Student Achievement (SPSA) to ensure the needs of English Learners are addressed. The committee advises on programs, services, and resources that support English Learners' academic success and family engagement.

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

Annual Cycle of Engagement

August - September: Review and Identify Needs

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

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

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

January - April: Implementation and Monitoring

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

May/June: Annual Review and Program Evaluation

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

Additional Requirements for CSI and ATSI

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the 2025 California School Dashboard, the English Learner Progress Indicator is performing in the "Orange" performance category.

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

On the 2025 California School Dashboard, the following student group was two or more performance levels below the “all student” performance:
Students with Disabilities are two performance levels below the “all student” performance on Chronic Absenteeism, English Language Arts, and Mathematics.

Other Needs

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

The use of benchmark assessments (i-Ready, STAR, and district writing assessments) provided real-time academic data. These data revealed learning gaps in foundational literacy and math skills, particularly among English learners and students with disabilities, guiding the development of targeted intervention groups with our math and reading interventionists. ELPAC data shows that 42.5% of students progressed at least one level, 10% maintained Level 4, and 27.5% maintained Levels 1–3. Additionally, 20% of students decreased one or more levels, an increase from 13% in 2024 indicating a need for targeted support and improvement in English Learner progress. Students at ELPAC Levels 1–2 appear in STAR Intervention or Urgent Intervention, confirming low English proficiency is impacting reading development. Students at ELPAC Levels 3–4 more frequently land At/Above Benchmark on STAR, showing a typical alignment between language proficiency and academic performance. The majority of ELs require targeted literacy and language instruction (Levels 1–2; Intervention/Urgent Intervention). Several students demonstrate domain-specific deficits (reading/writing <40%).

Data Analysis

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

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

Surveys

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

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

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

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

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

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

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

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

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

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.38%	0.38%	0.27%	3	3	2
African American	1.39%	1.54%	1.86%	11	12	14
Asian	31.14%	32.65%	31.87%	246	255	240
Filipino	2.41%	2.18%	1.86%	19	17	14
Hispanic/Latino	53.42%	51.73%	52.99%	422	404	399
Pacific Islander	0.25%	0.26%	0.27%	2	2	2
White	7.97%	7.55%	7.57%	63	59	57
Two or More Races	2.15%	2.56%	2.39%	17	20	18
Not Reported	0.89%	1.15%	0.93%	7	9	7
Total Enrollment				790	781	753

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			62
Kindergarten	162	98	107
Grade 1	114	121	101
Grade 2	132	119	111
Grade3	140	134	111
Grade 4	127	135	131
Grade 5	115	122	130
Total Enrollment	790	781	753

Conclusions based on this data:

1. Mesa Elementary school's student enrollment has remained relatively stable, with a slight decrease observed.
2. Mesa attributes its steady student population to a variety of factors: school success, economy, population trends, etc.

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3. In addition, the overall cultural and climate of the school attracts families from throughout the San Gabriel Valley.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	108	88	66	13.7%	11.3%	8.8%
Fluent English Proficient (FEP)	109	135	134	13.8%	17.2%	17.8%

Conclusions based on this data:

1. Mesa Elementary credits its reclassifications to a schoolwide instructional focus on implementing strategies that strengthen student learning and outcomes. English Learner enrollment at Mesa Elementary has declined from 108 students (13.7%) in 2022–23 to 66 (8.8%) in 2024–25, while the number and percentage of Fluent English Proficient students has increased, demonstrating positive growth in English language proficiency and successful reclassification over time. In the 2024–25 school year.
2. 18 of the 66 English Learners were reclassified, resulting in a reclassification rate of 27.3%. Mesa Elementary attributes reclassifications to district level and site level support.
3. Mesa Elementary remains committed to providing professional development support for teachers and staff to enhance student achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Overall achievement and proficiency in ELA at Mesa Elementary have continued to improve across Grades 3–5, reflecting steady growth for all student grade level groups.
2. Staff at Mesa Elementary have focused on MTSS to create systematic change by quickly identifying student needs and providing targeted support at each student’s ability level.
3. Ongoing professional development keeps educators up to date on best practices and effective strategies for supporting literacy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Overall achievement for all students in mathematics has improved, with SBAC data for Grades 3–5 showing growth in the percentage of students meeting or exceeding standards, particularly in Grade 3 and Grade 5.
2. An area for growth is mathematics in Grades 4 and 5. In Grade 4, 56.72% of students met or exceeded standards in 2023–24, which is lower than Grade 3 (69.53%) and slightly higher than Grade 5 (51.62%), with 43.28% of students still performing in the “Nearly Met” or “Not Met”. While 5th grade math has shown notable growth, nearly half of students remain below or approaching grade level, indicating a continued need for targeted support and interventions in both grades.
3. Our intervention program has successfully supported students by delivering targeted assistance that addresses their individual learning needs and strengthens foundational mathematics skills.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Across all grades, students have shown modest growth in English proficiency based on the ELPAC, with the percentage at Level 4 rising slightly from 33.33% in 2022–23 to 34.12% in 2023–24, and those at Level 3 increasing from 40.63% to 43.53%.
2. While the ELPAC data is encouraging, the school continues to prioritize strategies to support language learners year-round and beyond reclassification.

3. Mesa continues to demonstrate yearly growth in its reclassification rates.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
781	53.4%	11.3%	0.5%
Total Number of Students enrolled in Mesa Elementary.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	11.3%
Foster Youth	4	0.5%
Homeless	23	2.9%
Socioeconomically Disadvantaged	417	53.4%
Students with Disabilities	81	10.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.5%
American Indian	3	0.4%
Asian	255	32.7%
Filipino	17	2.2%
Hispanic	404	51.7%
Two or More Races	20	2.6%
Pacific Islander	2	0.3%
White	59	7.6%

Conclusions based on this data:

- Mesa Elementary remains committed to supporting its diverse student population and addressing student needs.

2. Mesa's enrollment remains relatively stable, with a slight decline. This stability is attributed to factors such as a positive school climate, strong staff and community engagement, and an active Parent-Teacher Association (PTA).

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. The Equity Report data reflects favorable outcomes for Mesa Elementary School.
2. The performance levels across categories reflect a culture of professionalism and accountability. Mesa Elementary School continues to foster positive growth and adapt to changing needs, maintaining a strong focus on student achievement.

3. Chronic absenteeism for Mesa Elementary is flagged as yellow on the California Dashboard, indicating an area that needs attention and monitoring with targeted interventions.

School and Student Performance Data

Academic Performance English Language Arts

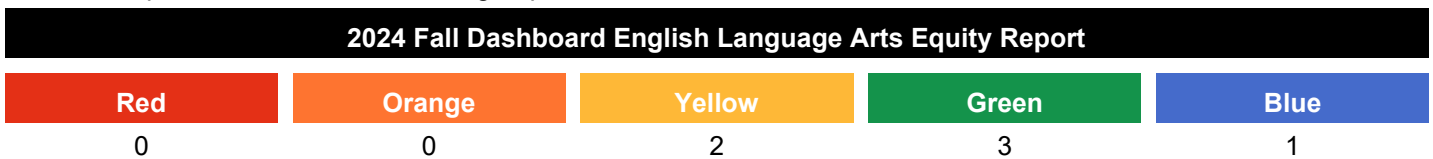
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>38.3 points above standard</p> <p>Maintained 0.4 points</p> <p>380 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>2.6 points below standard</p> <p>Declined 3.1 points</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>10.9 points above standard</p> <p>Declined 10.3 points</p> <p>200 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>16.1 points below standard</p> <p>Increased 5.0 points</p> <p>57 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>55.8 points above standard</p> <p>Increased 3.5 points</p> <p>129 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>27.8 points above standard</p> <p>Maintained 0.1 points</p> <p>196 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>34.1 points above standard</p> <p>Declined 13.3 points</p> <p>32 Students</p>

Conclusions based on this data:

1. All students demonstrated strong ELA performance, scoring 38.3 points above standard and maintaining their achievement, reflecting continued academic success across the school.
2. Overall ELA performance is strong, but English Learners and Students with Disabilities continue to need additional support. English Learners scored 2.6 points below standard, while Students with Disabilities scored 16.1 points below but showed growth, highlighting the need for targeted interventions.
3. Asian students performed exceptionally well, while Hispanic and White students scored above standard, with White students showing a decline. Socioeconomically disadvantaged students remained above standard but experienced a slight decrease.

School and Student Performance Data

Academic Performance Mathematics

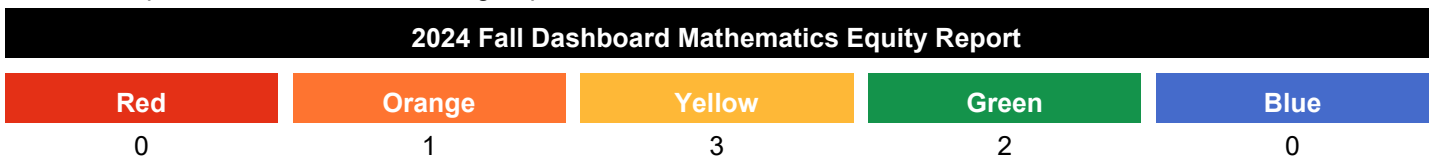
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>18.9 points above standard</p> <p>Declined 5.3 points</p> <p>381 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>4.4 points below standard</p> <p>Declined 24.4 points</p> <p>79 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>5.0 points below standard</p> <p>Declined 13.2 points</p> <p>201 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>33.7 points below standard</p> <p>Declined 19.8 points</p> <p>57 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>45.2 points above standard</p> <p>Declined 6.7 points</p> <p>129 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>2.2 points below standard</p> <p>Declined 7.5 points</p> <p>197 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>35.4 points above standard</p> <p>Declined 14.8 points</p> <p>32 Students</p>

Conclusions based on this data:

- Overall math performance remains above standard, with an overall green indicator for all students. Mesa students scored 18.9 points above standard, demonstrating strong overall achievement, though performance declined by 5.3 points, reflecting a slight decrease. Asian and White students continue to perform at strong levels, achieving 45.2 and 35.4 points above standard respectively, while maintaining high performance despite slight decreases.
- Students with Disabilities are in the orange performance category, scoring 33.7 points below standard, a decline of 19.8 points, indicating the continued need for targeted support and equitable interventions. SAI programs will be reviewed and enhanced to increase their effectiveness in supporting these students.
- English Learners scored 4.4 points below standard, with a decline of 24.4 points, reflecting the importance of targeted support and interventions to help these students make consistent progress in English language proficiency. Our targeted support for students identified as "Novice" and identified as Long-Term English Learners will continue, as our ELPI indicator showed 61.1% making progress, an increase of nearly 3%.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 61.1 points above standard making progress. Number Students: 54 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 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
7	14	0	33

Conclusions based on this data:

1. The overall performance category for English Learners improved from orange to green. ELPI data reflects overall positive growth in English language proficiency. 61.1% of ELs progressed at least one ELPI level. EL students at lower levels or showing decline will receive targeted support and monitoring. EL students needing additional assistance will be closely supported throughout the year to ensure continued progress.
2. The school continues to work closely with the district's EL support provider in efforts to increase student achievement and support the school's EL.
3. Although SBAC performance data is well above the state average, our English Learner students continue to receive support through teacher professional development, site-based interventions, and Title I resources in both ELA and Mathematics.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

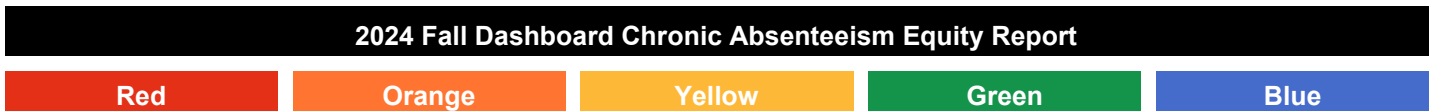
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>12.6% Chronically Absent</p> <p>Declined 3.2</p> <p>795 Students</p>	<p>English Learners</p>  Orange <p>13.5% Chronically Absent</p> <p>Increased 3.3</p> <p>96 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>0 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p>  No Performance Color <p>24% Chronically Absent</p> <p>0</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>15.3% Chronically Absent</p> <p>Declined 2.4</p> <p>444 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>12.7% Chronically Absent</p> <p>Declined 3.7</p> <p>102 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>5% Chronically Absent</p> <p>Declined 1.1</p> <p>261 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>5.9% Chronically Absent</p> <p>Declined 15.2</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.4% Chronically Absent</p> <p>Declined 3.7</p> <p>412 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Increased 8.3</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>6.8% Chronically Absent</p> <p>Declined 5.9</p> <p>59 Students</p>

Conclusions based on this data:

1. Mesa Elementary continues to examine attendance data and develop strategies to address of chronically absent students and communicate school supports to help parents. 12.6% of all students are chronically absent, with the overall rate declining for most groups, reflecting positive progress in student attendance. Overall, chronic absenteeism has improved for most groups, though targeted interventions remain important for groups with higher rates to sustain and continue positive trends.
2. With the addition of the school's Community Liaison, Mesa continues to implement outreach strategies to support students with chronic absenteeism and excessive tardiness.
3. In partnership with the district office, Mesa continues to send attendance letters, make parent calls, meet with families, all in an effort to increase student attendance and support students' learning.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

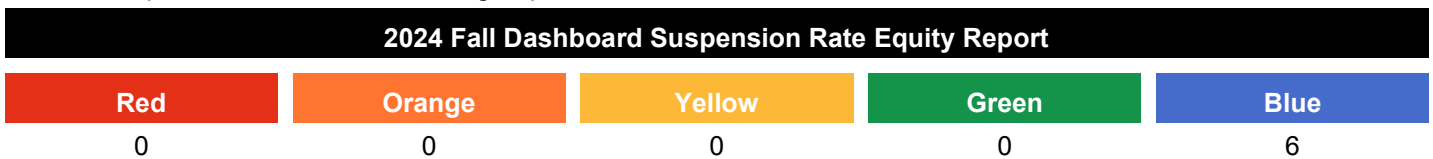
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.1%</p> <p>806 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>98 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.3%</p> <p>453 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>102 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>264 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>419 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>60 Students</p>

Conclusions based on this data:

1. The Status and Change report shows a "Blue" rating for suspension rates, indicating the highest level of performance.
2. Mesa Elementary School attributes its performance rating to the school's professional atmosphere and school climate.
3. Mesa continues to build and maintain strong partnerships with our community, including parents, students, and staff.

District/School Goals Alignment

LCAP Goals:

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

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	<p>English Language Arts: Increase the percentage of students meeting or exceeding standards in English Language Arts by 3%, as measured by CAASPP.</p> <p>Mathematics: Increase the percentage of students meeting or exceeding standards in Mathematics by 3%, as measured by the CAASPP.</p> <p>Science: Increase the percentage of students meeting or exceeding standards in Science by 3%, as measured by CAST.</p> <p>English Learner Progress: Increase the percentage of students making progress towards English language proficiency by 3%, as measured by the English Learner Progress Indicator (ELPI) on the CA Dashboard.</p> <p>Graduation Rate: Increase the high school graduation rate by 2%, as measured by the Graduation Rate Indicator on the CA Dashboard.</p> <p>A-G Rate: Increase the percentage of 12th-grade students meeting UC/CSU entrance requirements by 5%, as measured by the A-G completion rate.</p> <p>Attendance: Increase the Districtwide Attendance Rate to at least 96.5% or higher.</p>	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA
Measured by 2025-2026 CAASPP data, Mesa Elementary School will have a 5% increase in the number of 3rd-5th grade students that meet or exceed standards in ELA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA data	65.49% of students will Meet or Exceed standards (SBAC)	71% of students will Meet or Exceed standards (SBAC)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will be provided with professional development opportunities and will have access to supplemental instructional materials, technology, software, professional books, incentives, and other resources needed to support the instruction of the ELA Common Core Standards. Teachers will collaborate in Achievement Teams to plan instruction based on Common Core State Standards, use interim assessments to monitor student progress, analyze student data to adjust instruction and pacing, develop appropriate interventions incorporating feedback, Implement	All	5,000 Title I - Site Allocation Certificated Salaries 2,500 LCFF S/C Site Innovation (3313) Books and Supplies

	Thinking Maps across all grade levels, and implement Write from the Beginning and Beyond.		
1.2	Technology will be integrated into daily instruction to provide engaging, interactive, and innovative learning experiences. Purchases will include, but are not limited to, devices, software, hardware, peripheral devices, headphones, tech accessories, professional development, supplemental materials, and supplies to support student learning.		6,300 LCFF S/C Site Innovation (3313) Books and Supplies
1.3	Teachers will meet in grade-level and cross-grade-level teams to discuss pacing and assessment outcomes to guide instruction and intervention. Teachers will further develop their expertise in student engagement, Depth of Knowledge, Common Core State Standards, and SBAC. A full-time Title I teacher will offer intervention support.	All	5,934 Title I - Site Allocation Certificated Salaries District funded Certificated Salaries
1.4	Provide materials to support new teacher instruction.	All	1,500 LCFF S/C New Teacher (2223) Books and Supplies
1.5	Provide before, during, and after school tutoring for students.	All	7,500 LCFF S/C Tutoring (2226) Classified Salaries
1.6	College tour visits	Third Grade	1000 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures
1.7	Teachers will enhance learning experiences through the arts		15,145 Prop 28 (67700) Books and Supplies 28,471 Prop 28 (67700) Certificated Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Mesa implemented a variety of strategies and activities to meet the established goals, including before- and after-school tutoring, homework support, Title I ELA interventions, Achievement Teams, and i-Ready. Staff participated in professional development focused on i-Ready features, data interpretation, and integration into daily instruction, with regular check-ins and follow-up workshops to address ongoing needs. Teachers worked collaboratively in Achievement

Teams to analyze i-Ready and other formative data, identify student needs, and adjust instruction. Additionally, teachers co-designed lesson plans incorporating Thinking Maps across subjects and grade levels. Teachers also received Lindamood-Bell PD that included modeled lessons for class or small-group, 1-on-1 meeting with your Lindamood-Bell program expert to discuss instructional planning and implementation, and 1-on-1 meeting to discuss data or data-based small-group creation. Strategies 1.1., 1.2, 1.3, 1.4, 1.5, and 1.6 were implemented as intended. Between the 2023–2024 and 2024–2025 school years, the percentage of students meeting or exceeding standards showed a slight decline. In 2023–2024, 68.75% of students met or exceeded expectations on the CAASPP. In 2024–2025, ELA scores indicated that 65.49% of students met or exceeded grade-level standards. This reflects a 3.26 percentage point decrease in overall performance. While the change is modest, it may signal the need to examine possible contributing factors such as curriculum implementation, instructional adjustments, systems of student support, or shifts in student demographic.

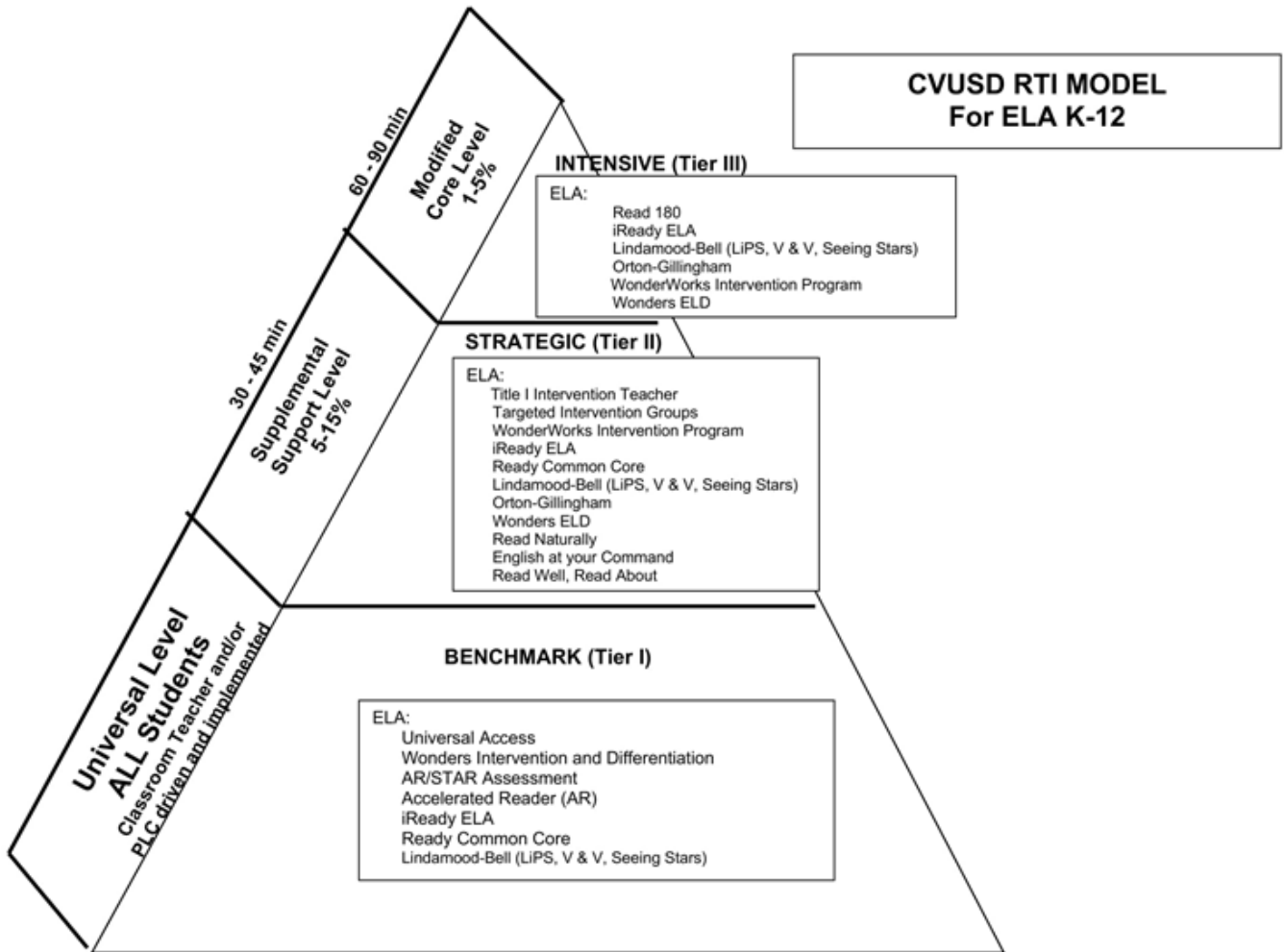
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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

Minor updates have been made to strategy 1.1 to include a reboot training focused on Thinking Maps to enhance literacy and provide teachers with support in implementing Write From the Beginning. Specifically, we will focus on supports for English Learners, using a clear frame of reference, and on how to move from Thinking Maps to oral expression and written work. New teachers will receive professional development in both Write From the Beginning and Beyond and Thinking Maps. Additionally, we will emphasize academic discourse to help students develop strong listening and speaking skills. Academic discourse and talking tools can significantly support ELA achievement by providing students with structured opportunities to engage in meaningful conversations about texts, ideas, and concepts.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Measured by 2025-20256 CAASPP data, Mesa Elementary School will have a 5% increase in the number of 3rd-5th grade students that meet or exceed standards in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Mathematics	61.56% of students were proficient or higher in mathematics as measured by the 2025 CAASPP.	67% of students will be proficient or higher in mathematics as measured by the 2025-2026 CAASPP.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will collaborate in Achievement Teams to plan instruction aligned to the Common Core State Standards and use interim assessments, district common assessments, Eureka2 assessments, and iReady data to monitor student progress. Teams will analyze student data to adjust instruction and pacing as needed and plan appropriate interventions, incorporating feedback from the math intervention teacher. Additionally, staff will implement Thinking Maps across all grade levels,	All	3,000 LCFF S/C Site Innovation (3313) Books and Supplies 5,000 Title I - Site Allocation Certificated Salaries

	integrate Write From the Beginning and Beyond to strengthen literacy instruction, and apply Building Thinking Classroom framework designed to promote deeper thinking, problem-solving, and student engagement.		
2.2	Technology will be integrated into daily instruction to provide engaging, interactive, and innovative learning experiences. Purchases will include, but are not limited to, devices, software, hardware, peripheral devices, headphones, tech accessories, professional development, supplemental materials, and supplies to support student learning.		4,000 LCFF S/C Site Innovation (3313) Books and Supplies
2.3	Teachers will have access to supplemental instructional materials, technology, software, professional books, student incentives, and other resources needed to support the instruction and fully implement the Common Core Standards via Eureka Math2. Teachers will continue to build expertise in the areas of student engagement, Depth of Knowledge, Common Core State Standards, and SBAC.	All	1,889 LCFF S/C Site Innovation (3313) Books and Supplies 2,500 LCFF S/C Site Innovation (3313) Certificated Salaries
2.4	Family Math Nights and Workshops will aim to increase parent awareness of the new Eureka2 math curriculum, promote family engagement in learning, foster positive attitudes toward math, and enhance students' math skills and strategies.	All	204 Title I- Parent Involvement Books and Supplies 1,496 Title I - Homeless Classified Salaries 1190 LCFF S/C Site Innovation (3313) Books and Supplies
2.5	Continue providing staff development in i-Ready, Thinking Maps, Write from the Beginning and Beyond, Achievement Teams, and effective math instruction, while supporting an additional group of teachers with Building Thinking Classroom training and implementation.	All	5661 LCFF S/C Site Innovation (3313) Certificated Salaries 5,700 Title I - Site Allocation Certificated Salaries 0
2.6	Provide before, during, and after-school tutoring for students. Strategic and intensive interventions will be provided for students before, after, and during school.	All	6,500 LCFF S/C Tutoring (2226) Certificated Salaries 3,000 LCFF S/C Tutoring (2226) Classified Salaries
2.7	Materials such as instructional supplies, software, professional books, technology, workbooks, support materials, and manipulatives will be purchased to support these interventions.	All	500 Title I - Site Allocation Books and Supplies

Additional math support will be offered, with the interventionist using manipulatives, hands-on activities, differentiated teaching, and research-based strategies to enhance student achievement		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

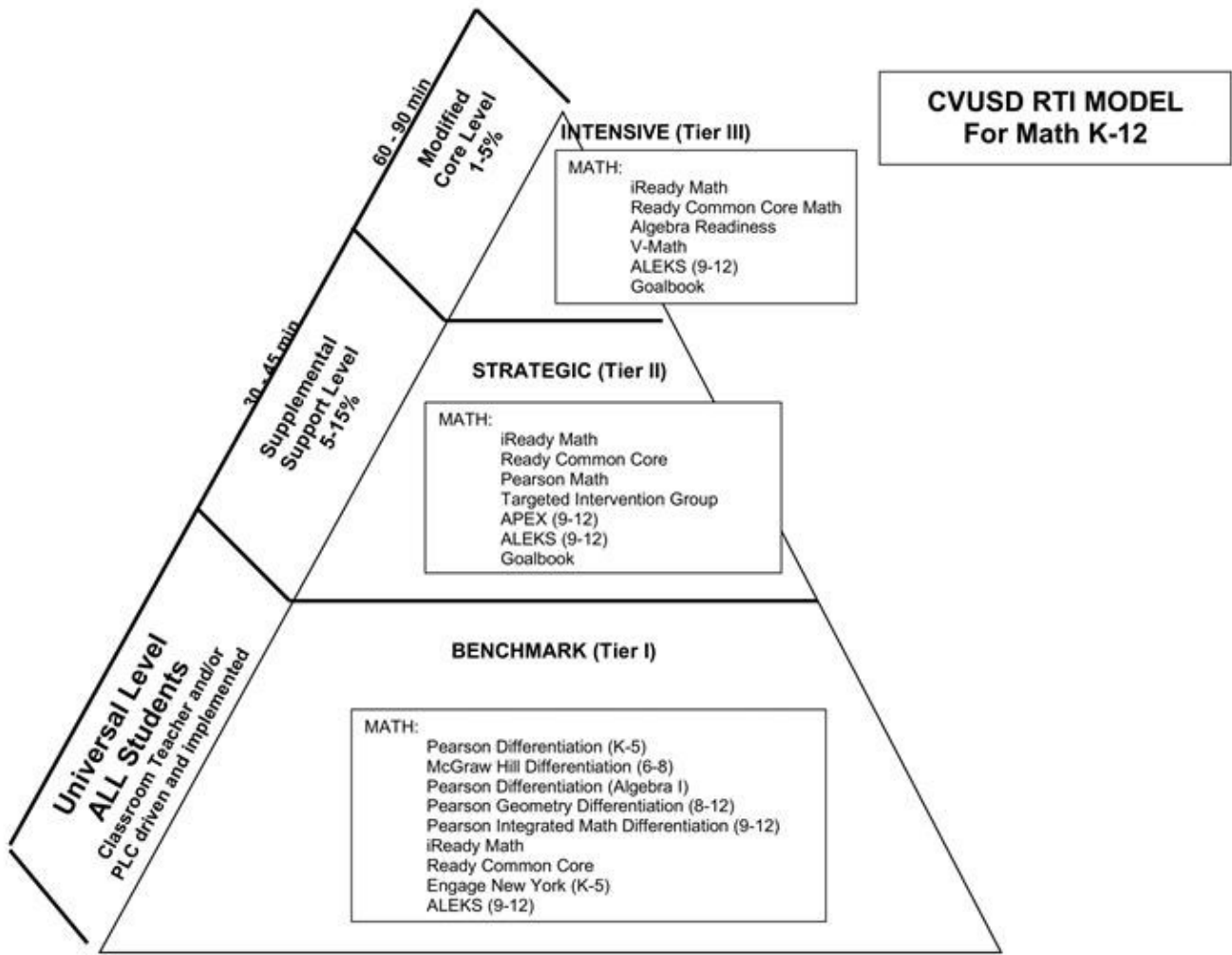
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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

We will offer parent engagement opportunities with a focus on Common Core Math standards, including Family Math Nights, and initiatives to strengthen the school-to-home connection. We will highlight the math strategies taught to our scholars using the new Eureka Math2 curriculum and will also continue to provide professional development on effective math instruction, alongside ongoing i-Ready staff development.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

ELD
Based on 2026 Summative ELPAC, the percentage of EL students that progressed at least one ELPI level will increase by 4%. Based on 2026 ELPAC the percentage of ELs scoring well developed and moderately developed will increase by 4%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	62.5% of English Learner students scored well developed and moderately developed on the ELPAC	66% of English Learners students scored well developed and moderately developed on the ELPAC
CA Dashboard ELPI Indicator	42.5% of English Learner students progressed at least one ELPI level	46.5% of English Learner student progressed at least one ELPI level

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Intervention strategies and programs will be implemented to support English Learner (EL) students who are not meeting academic achievement standards. These strategies include analyzing ELPAC results and monitoring interim ELPAC progress, providing in-school tutoring and technology-based support, and using instructional	EL Students	2,000 LCFF S/C Site Innovation (3313) Books and Supplies 6,000

	tools such as Thinking Maps and Write From the Beginning and Beyond. Additionally, interventions will be planned using feedback from ELAC and stipend coordinator positions, along with designated 30-minute ELD instruction aligned to ELD CA Standards and targeted by ELD performance levels. Integrated ELD will also be implemented across subjects, including math, science, and history/social science, and tutoring services will be provided to support continued academic growth.		LCFF S/C Site Innovation (3313) Certificated Salaries 500 LCFF S/C Site Innovation (3313) Books and Supplies 7908 Title I - Site Allocation Certificated Salaries
3.2	Performance of EL students will be monitored through parent/teacher communication, assessment results, conferences, SSC/ELAC meetings, community liaison, etc.	EL Students	200 Title I- Parent Involvement Books and Supplies
3.3	EL Support Specialist and TK-12 ELD/ELA Instructional Coach will monitor progress of students using the K-5 ELD Assessment Scale to ensure proper placement in classes, programs (such as Moving into English) and intervention according to RTI and Catch Up Plan.	EL Student	1282 Title I - Site Allocation Certificated Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The number of students reclassified has remained consistent, and there were no significant discrepancies between the planned implementation and budgeted expenditures for this goal. An intervention teacher provided targeted support for groups including newcomers and Long-Term English Learners (LTELs). However, a 20% decrease in ELPI levels, based on ELPAC data, indicates the need to strengthen and expand ELD supports within the classroom. The ELD specialist also provided targeted pull-out instruction and incorporated practice ELPAC items with LTELs. While these strategies supported student engagement and confidence, overall language proficiency showed minimal improvement across most domains. To address this, English Learners will receive both Integrated and Designated ELD. Integrated ELD will embed language development in daily lessons using visuals, sentence frames, academic vocabulary, and structured discussions, differentiated by proficiency level. Designated ELD will provide targeted small-group or pull-out support focused on the reading and writing domains, which include 22% of our English Learners at the beginning proficiency level.

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 between the intended implementation and the budgeted expenditures. All planned strategies, including targeted pull-out instruction for newcomers and Long-Term English Learners, small-group support focused on reading and writing, and the use of the ELD specialist to monitor and support Level 1 students, were implemented as budgeted. These actions aligned with our goal to strengthen English Learner proficiency, although our data indicates additional supports will be needed to address areas of decline and minimal growth.

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

Staff will continue to deepen their understanding of supporting English Learners across all content areas through integrated and designated ELD strategies. Intensive support will continue for Long-Term English Learners and newcomers through the pull-out program, with an increased focus on strengthening reading and writing skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Science

Measured by 2025-2026 Smarter Balanced CAST, Mesa Elementary School will have a 5% increase of the number of 5th grade students scoring standard met or exceeding the standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Science data	43.08% of students meeting or exceeding the standards	Raise the percentage of 5th grade students meeting or exceeding the standards to 48%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers will collaborate in grade-level and Achievement Teams, to guide instruction and interventions based on pacing, assessment outcomes, and student data. Instruction will align with Next Generation Science Standards and the TWIG science curriculum, incorporating hands-on, inquiry-based learning where students engage with real-world phenomena, conduct experiments, and apply science and engineering practices to develop models, analyze data, and construct evidence-based explanations. Teachers will integrate literacy	All grade 5 students	1400 Title I - Site Allocation Certificated Salaries

	skills, use formative and informal assessments to monitor understanding, plan targeted interventions using feedback from stipend positions, implement Thinking Maps and Write from the Beginning and Beyond. Students will participate in collaborative learning and CAST-aligned practice to build confidence and mastery of the test format.		
4.2	Increase parent involvement and boost student interest in STEM through targeted engagement activities and hands-on learning opportunities.	All students	1092 Title I- Parent Involvement Certificated Salaries 4,000 LCFF S/C Site Innovation (3313) Books and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This was our first year implementing the newly adopted TWIG science curriculum. Although teachers received TWIG Professional Development, including specific NGSS training and a dedicated planning day, they shared that it was challenging for them to fully cover all modules. The overall implementation of the newly adopted TWIG science curriculum was steady but challenging in its first year. Despite these supports, the effectiveness of the strategies was mixed: while staff gained familiarity with the curriculum and began integrating NGSS-aligned practices, inconsistent pacing limited full delivery of the program. Continued training, collaborative planning time, and adjustments to pacing will be needed to improve implementation next year. We held a STEM family event; however, parent and student engagement was lower than expected. This year, we will transition to a STEM club in collaboration with the high school to increase participation and engagement and provide more hands on learning opportunities.

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

Additional support and professional development will be needed to strengthen instruction and improve outcomes. Teachers were provided with a crosscutting matrix that identifies concepts taught in specific grade levels or modules, emphasizing the importance of covering all modules. We have budgeted monies for replenishment of supplies for our newly adopted science curriculum. Teachers will continue to receive grade-level planning time to prepare for TWIG modules. This year, we are partnering with our high school feeder track to increase student interest in STEM.

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.

Compared to the previous year, student performance shows slight shifts in achievement levels. This year, 19% of students are exceeding, 24% met, 51% nearly met, and 6% did not meet expectations. Last year, 16% were exceeding, 31% met, 40% nearly met, and 7% did not meet expectations. While there was a small increase in students exceeding expectations, the percentage of students meeting expectations decreased, and the largest group remains those who nearly met standards, indicating that continued focus on instructional support is needed. We will enhance parent involvement and boost student interest in STEAM careers through targeted engagement activities and hands-on learning opportunities. We will support teachers in the implementation of our science curriculum by providing targeted professional development, resources, and ongoing collaboration opportunities. Teachers will use formative assessments to monitor understanding and provide targeted support to students struggling with key concepts, ensuring mastery of CAST-aligned standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Dual Language

By Spring 2026, 80% of students enrolled in the Dual Language Mandarin program will show at least one year of reading growth according to STAR Early Literacy/Reading (AR scores).

By Spring 2026, at least 70% of students enrolled in the Dual Language Mandarin program will increase their speaking domain on the AVANT assessment to their grade level proficiency standard. The proficiency standards for students are K-Novice Mid, 1st-Novice High, 2-4th Intermediate Low, and 5th-Intermediate Mid.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy/AR STAR	43% and 66% of 1st- 2nd grade Dual Language Mandarin students are performing at grade level, and 75%, 87%, and 89% of 2nd–4th grade Dual Language Mandarin students are at grade level.	80% percent of students in grades 1–2 enrolled in the Dual Language Mandarin program will demonstrate at least one year of reading growth as measured by their STAR GE scores, and 80% of students in grades 3–5 dual immersion will demonstrate at least one year of growth based on their STAR IRL scores.
Avant	10% of students enrolled in the Dual Language Mandarin program are speaking at or above according to the AVANT assessment. The proficiency standards for students are K-Novice Mid, 1st-Novice High, 2-4th Intermediate Low, and 5th-Intermediate Mid.	70% of students enrolled in the Dual Language Mandarin program are meeting their grade level Benchmark in speaking domain on the AVANT assessment.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Students will participate in a comprehensive, standards-based dual language program supported by the adopted curriculum Better Immersion and targeted supplemental materials such as Mandarin Matrix and iChinese Reader,.		4,160 LCFF S/C Site Innovation (3313) Certificated Salaries 53,861 LCFF S/C Dual Language (2228) Books and Supplies
5.2	To further enhance student success, teachers will have access to Professional Release Days that foster cross-grade level articulation, collaboration, curriculum alignment, and the sharing of best practices, including site visits to other successful Mandarin dual programs for instructional rounds. Teachers will also attend conferences to expand their knowledge and refine their practice.		9,000 LCFF S/C Dual Language (2228) Certificated Salaries
5.3	Seesaw, a computer-based platform will support our goal of developing students' listening and speaking skills in the target language, providing an interactive platform for practice, feedback, and communication that reinforces language acquisition.		3,000 LCFF S/C Dual Language (2228) Books and Supplies
5.4	AVANT assessments will guide instructional decisions by providing insights into program effectiveness, identifying areas of need, and highlighting areas of strength. After school tutoring services will be available to support students' academic growth.		6,901 LCFF S/C Dual Language (2228) Books and Supplies 2,000 LCFF S/C Dual Language (2228) Certificated Salaries
5.5	Dual Immersion field trip to immerse student in cultural events		7,000 LCFF S/C Dual Language (2228) Unrestricted

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Students in the Mandarin dual language program are making significant progress toward achieving the established English literacy goals. Dual language students outperformed their English-only peers on summative CAASPP assessments, with 3rd grade English-only students scoring 50% compared to 86% for dual students, 4th grade English-only students scoring 53% compared to 81% for dual students, and 5th grade English-only students scoring 56% compared to 74% for dual students. The majority of dual language English Learner students scored at the Intermediate (Initial) or Moderately Developed levels on the 2024 ELPAC overall assessment. While oral language skills generally range from “Somewhat to Moderately Developed” up to level 4, written language proficiency is slightly lower for many students, with several demonstrating “Beginning to Develop” or “Somewhat to Moderately Developed” skills. A small number of students, particularly in grades 3–5, are at the Novice or Beginning levels, highlighting the need for targeted interventions to support growth in both oral and written language. Many dual students, particularly in grades K–2, scored At/Above Benchmark on STAR, indicating strong early literacy and foundational skills, while some students in grades 3–5 are On Watch or Level 1, highlighting the need for targeted interventions to support academic progress in ELA. Across grades 3–5 in the dual language program, students showed the strongest growth in speaking, with 51% of third graders, 50% of fourth graders, and 32% of fifth graders increasing one sub-level. Listening gains were moderate, particularly in fourth grade (35%), while reading and writing growth was more limited, especially in third and fifth grades. Overall, fourth grade demonstrated the highest growth across most domains, whereas fifth grade showed a decline. These trends suggest that while oral language development is progressing well, targeted support in reading, writing, and listening remains critical.

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

We will ensure that all dual students complete the AVANT assessment of all 4 domains for program monitoring. The budget includes Seesaw to continue addressing targeted growth in listening and speaking skills. Additional funds will support the intensified tutoring resources available to scholars.

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.

Not all dual immersion teachers administered all four sections of the AVANT STAMP 4Se assessment at the start of the 2024 school year, which made it challenging to accurately track student growth across all domains for all our dual students. We have established AVANT proficiency level goals for each grade level this year for all grade levels and will monitor students’ language development to ensure they make growth in speaking, listening, reading, and writing based on the proficiency guidelines typical of successful dual programs nationwide. Student progress will also be tracked using multiple data sources, including Summative CAASPP results for dual students in grades 3–5, ELA STAR assessments for all dual students, AVANT assessment data for all dual students, and ELPAC data for English learner dual students.

We will continue targeted writing interventions for students whose Mandarin written language lags behind oral proficiency, using AVANT data to monitor growth and guide instruction, while providing extra support and tutoring for grades 3–5 EL students, maintaining progress monitoring, and implementing teacher collaboration and professional development to advance both oral and written language in the dual language settings.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Attendance By June 2026, increase overall daily attendance to 96.5%.
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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

<ol style="list-style-type: none"> 1. Guarantee all students are eligible and ready for college and career upon graduation. 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all student. 3. Create a school wide program of engagement that fosters innovation, positive environment within and outside the classroom to connect students to school and learning.
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Identified Need

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

Attendance program and incentives

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Analytics	As a collective group, students at Mesa Elementary School have an overall school-wide daily attendance average of 91.7%.	As a collective group, students at Mesa Elementary School will contribute to achieving a school-wide daily attendance average of 96.5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	An Attendance Team, including the principal, assistant principal, counselor, and Community Liaison, will oversee attendance monitoring and improvement. Attendance reports using Aeries will be generated every 25 days. The team will communicate with parents regarding their student's attendance. The team will analyze the data to determine if implemented strategies have increased the school's overall attendance rate to 96.5%. Incentives will be provided to motivate students who need to improve their attendance.	All students will be monitored for attendance improvement.	500 LCFF Attendance (03308) Books and Supplies

<p>6.2</p>	<p>Support the transition from preschool to kindergarten by hosting a meeting for incoming students and their parents. Support the preschool-to-kindergarten transition by providing kindergarten readiness information to parents.</p> <p>Support the transition from elementary to middle school. Hold an assembly for fifth grade students to introduce students to the middle school principal and assistant principal during the assembly. Share information about available programs and answer student questions during the assembly.</p>	<p>TK students, Kinder, Grade 5 Students</p>	<p>2,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The school implemented a comprehensive set of strategies to improve attendance. The overall student attendance decreased by 2.9% over the year, indicating that the strategies were less effective than anticipated. The chronic absenteeism was reduced by 2.5%. It was challenging to monitor attendance without consistent community liaison and office clerk. Parent orientations were held to support student transitions and were well received by families. Parents expressed interest in having additional sessions offered earlier in the year.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

School Climate

By June 2026, our school will strengthen its positive culture and climate by reducing major behavioral incidents by 10%, as measured through analysis of office referral forms, discipline logs, and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

There is a need to address the behavior challenges of students, particularly those with special needs, by implementing PBIS and MTSS with targeted incentives and supports to promote positive behavior, foster a supportive school environment, and reduce suspensions and office discipline referrals.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (CA Dashboard)	0.5% All Student Suspension	0 % All Student Suspension

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Implement a tiered behavior support system within MTSS to address the behavior challenges of students with special needs. Activities will include conducting functional behavior assessments (FBAs), developing individualized behavior intervention plans (BIPs), providing check-in/check-out support, delivering small-group or individual counseling sessions to teach coping and self-regulation skills, and monitoring behavior data regularly to adjust interventions and supports as needed.	All	

7.2	PBIS incentives such as the Mesa Moolah Store, Mighty Mustang Recess, and access to supplies and activities motivate students to follow behavioral expectations by providing immediate, meaningful rewards that recognize and reinforce positive choices.	All	1000 LCFF S/C Site Innovation (3313) Books and Supplies 2200 LCFF S/C Site Innovation (3313) Classified Salaries
7.3	Conduct motivational assemblies and implement positive SEL activities to reinforce social-emotional skills, promote positive behavior, and encourage a supportive school climate.	All	250 LCFF S/C Site Innovation (3313) Services and other operating expenditures 300 LCFF S/C Site Innovation (3313) Books and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

By streamlining the office referral process and distinguishing between minor and major infractions, we were able to document student behaviors. This data guided targeted interventions, including small-group support and individualized behavior plans, to address recurring behavioral challenges.

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

This goal was implemented as planned, with activities and resources used to address behavior referrals and improve school climate. This was a new goal for our school last year, so we adjusted staffing to support assemblies and rotations, and allocated funds for our PBIS store to provide behavior incentives. and provided professional development on the PBIS framework. These adjustments ensured successful implementation of the planned activities.

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

The goal was revised to focus on reducing major behavioral infractions involving physical altercations, measured through teacher office referral forms. Strategies include targeted behavior interventions, teacher training, and school-wide positive behavior supports.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$35,716.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$230,544.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I - Homeless	\$1,496.00
Title I - Site Allocation	\$32,724.00
Title I- Parent Involvement	\$1,496.00

Subtotal of additional federal funds included for this school: **\$35,716.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Attendance (03308)	\$500.00
LCFF S/C College Campus Visit (04423.0)	\$1,000.00
LCFF S/C Dual Language (2228)	\$81,762.00
LCFF S/C New Teacher (2223)	\$1,500.00
LCFF S/C Site Innovation (3313)	\$49,450.00
LCFF S/C Tutoring (2226)	\$17,000.00
Prop 28 (67700)	\$43,616.00

Subtotal of state or local funds included for this school: **\$194,828.00**

Total of federal, state, and/or local funds for this school: **\$230,544.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	32,724.00	0.00
Title I- Parent Involvement	1,496.00	0.00
Title I - Homeless	1,496.00	0.00
LCFF S/C Site Innovation (3313)	49,450.00	0.00
LCFF S/C Tutoring (2226)	17,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,000.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
LCFF S/C Dual Language (2228)	81,762.00	0.00
Prop 28 (67700)	43,616.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,000.00
LCFF S/C Dual Language (2228)	81,762.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	49,450.00
LCFF S/C Tutoring (2226)	17,000.00
Prop 28 (67700)	43,616.00
Title I - Homeless	1,496.00
Title I - Site Allocation	32,724.00
Title I- Parent Involvement	1,496.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Books and Supplies	108,490.00
Certificated Salaries	97,608.00
Classified Salaries	14,196.00
Services and other operating expenditures	3,250.00
Unrestricted	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Books and Supplies	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,000.00
Books and Supplies	LCFF S/C Dual Language (2228)	63,762.00
Certificated Salaries	LCFF S/C Dual Language (2228)	11,000.00
Unrestricted	LCFF S/C Dual Language (2228)	7,000.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	26,679.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	18,321.00
Classified Salaries	LCFF S/C Site Innovation (3313)	2,200.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	2,250.00
Certificated Salaries	LCFF S/C Tutoring (2226)	6,500.00
Classified Salaries	LCFF S/C Tutoring (2226)	10,500.00
Books and Supplies	Prop 28 (67700)	15,145.00
Certificated Salaries	Prop 28 (67700)	28,471.00
Classified Salaries	Title I - Homeless	1,496.00
Books and Supplies	Title I - Site Allocation	500.00
Certificated Salaries	Title I - Site Allocation	32,224.00
Books and Supplies	Title I- Parent Involvement	404.00
Certificated Salaries	Title I- Parent Involvement	1,092.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7

Total Expenditures
73,350.00
40,640.00
17,890.00
6,492.00
85,922.00
2,500.00
3,750.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

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

Classified Positions	How Many	Funding Sources	Percentage

School Safety Plan SB187

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

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

Principal: Cristina Garcia



Signature

10/23/25

Date

School Site Council President: Stacy Ransomanski



Signature

10/23/25

Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

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

Name of Members	Role
Cristina Garcia	Principal
Cesar Hernandez	Parent or Community Member
Cicero Salmon III	Parent or Community Member
Lenka Kendall	Other School Staff
Diana Williams	Parent or Community Member
Natalia Londi	Parent or Community Member
Keri Findley	Classroom Teacher Parent or Community Member
Stacy Rodomanski	Classroom Teacher
Christine Guzman	Classroom Teacher
Sarah Ibrahim	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.

English Learner Advisory Committee Members

Mesa Elementary

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

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Cristina Garcia	X		
Numbers of members of each category	1	0	0

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

see attached

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 11/11/25.

Attested:



Principal, Cristina Garcia on 11/11/25



SSC Chairperson, Stacy Rondonanski on 11/12/25

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,456,189.00	\$355,541.00	\$134,937.00	\$189,351.00	\$100,927.00
Carryover	\$228,015.00	\$158,500.00	\$125,022.00	\$145,333.00	
Indirect Costs	\$189,962.71	\$32,422.23	\$16,460.50	\$21,192.06	\$4,806.05
Admin Costs	\$180,150.85	\$34,365.73			\$8,358.34

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						\$189,962.71	\$ 189,962.71
Admin Costs	\$ 42,566.00	\$ 58,848.00	\$ 35,130.00		\$ -		\$ 136,544.00
Homeless				\$ 1,496.00			\$ 1,496.00
Parent and Family Engagement		\$ 736.00	\$ 260.00	\$ 500.00			\$ 1,496.00
Other Title I Activities	\$ 1,141,367.00		\$400,520.00	\$ 23,206.00	\$ 88,436.00		\$1,653,529.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	\$ 101,847.00	\$ 4,628.00	\$ 24,678.00	\$ 4,000.00	\$ 260,115.00	\$ 32,422.23	\$ 427,688.23

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	\$ 79,773.00	\$ 1,944.00	\$ 26,758.00	\$ 10,000.00	\$ 35,520.00	\$ 16,460.50	\$ 170,455.50

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				\$ 47,390.00	\$ 159,918.00	\$ 21,192.06	\$ 228,500.06

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	\$ -		\$ -	\$ -	\$ -	\$ 4,806.05	\$ 4,806.05

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	\$6,847.80	<p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, School Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p>
Title II	\$28,727	<p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p>
Title III	BASED ON NEED	<p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p>
Title IV	\$13,200	<p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>
Perkins V		<p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>

Appendix C: Select State and Federal Programs

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

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

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