The Single Plan for Student Achievement

School: Mesa View Elementary School

CDS Code: 33 67231 0113746

District: Romoland Elementary

Principal: Cyndy Guerrettaz

Revision Date: 11/6/17

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

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

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

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School Vision and Mission

Mesa View Elementary School 's Vision and Mission Statements
Vision:Every individual has the ability to demonstrate growth through effective communication, ability-based accountability, positive relationships, and ongoing support

Mission:Every individual can grow intellectually, socially, and emotionally.

School Profile

Romoland School District is located in Homeland, California within Riverside County. The District currently consists of four elementary schools and one middle school, serving approximately 3,800 students in grades transitional-kindergarten (TK) through eight.

During the 2016-17 school year, Mesa View Elementary School served 886 students in grades TK through fifth, on a traditional calendar system. The school opened in the 2007-08 school year.

The student population is diverse:
African American: 6.4%
Hispanic/Latino: 40.6%
White: 43.1%
Socioeconomically disadvantaged: 42.0%
Students with disabilities: 5.7%
English learners: 6.2%

Comprehensive Needs Assessment Components

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

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

The Principal obtains input of parents/guardians at School Site Council/ELAC Meetings, "What's new at Mesa View" coffee with the principal meetings, and other scheduled/non-scheduled meetings to help determine the school's instructional and intervention plans for student success. The Principal obtains input from student groups such as ASB for student needs to improve the learning environment for students. The Principal also collects input from staff about needs for instructional programs, intervention programs, instructional needs, and cultural needs to improve student success. The surveys indicate a need to increase parent/guardian involvement in their students' education and an increase understanding of the new California state standards. Student surveys indicated a need for increase in positive student interactions, activities, and student leadership opportunities. The following is a list of activities, committees, or associations to increase parent/community involvement:
*PTA
*ASB
*First Responders Day
*Fall Festival
*Field Trips
*CAASPP Presentation(s)
*LCAP Community Surveys

Classroom Observations

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

The Principal and the Assistant Principal conduct both formal and informal observations throughout the year. School administrators follow district guidelines and timelines to conduct formal observations. A probationary teacher will receive three formal classroom observations a year and a final evaluation. All probationary teachers must be observed by October 30th. A permanent teacher will receive two formal observations per year and a final evaluation. All permanent teachers must be observed by November 30th. Informal walkthroughs occur on a weekly basis with each classroom being visited one time per week. Every teacher receives informal feedback in an email (via DigiCoach walk-through tool) from site administrator(s).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

   2016-17 CAASPP results were reviewed and indicate growth in ELA and Math. Grades 4 and 5 had solid growth from 2015-16 to 2016-17. Grade 3 had a decline in student performance from 2015-16 to 2016-17. Overall scores of 55% of students met or exceeded standard in ELA and 51% of students met or exceeded in Math.

   The California Accountability Dashboard indicates there was a significant increase in ELA and Math. Subgroups with an area of needs were indicated for English Learner Progress, African American, Students with Disabilities, Hispanic, and Socioeconomically disadvantaged students.

   Local assessments of student performance include iReady Reading, iReady Math, and DIBELS.

   Analysis of iReady Reading scores from 2016-17 indicate an overall score of 70% of students scoring at or above grade level with 55% of students making at least 1 year growth in Reading.

   Analysis of iReady Math scores from 2016-17 indicate an overall score of 70% of students scoring at or above grade level with 59% of students making at least 1 year growth in Math.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teacher will utilize DIBELS and I-Ready Reading and Math data to monitor student progress and determine interventions. DIBELS and IReady diagnostic assessments will be given three times a year, and teachers will review the data during their weekly PLC time. Teachers will also utilize ELA/ELD and Math Unit final assessment and culminating task data at the end of each unit to determine students' mastery of standards and reteach standards as needed based on results. Formative assessments throughout ELA/ELD and Math Units will also be used across all grade levels.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are considered highly-qualified.

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

   Teachers receive professional development through multiple methods: access to five district instructional coaches, online modules, whole-group sessions, PLCs, and staff meetings (two Wednesdays per month).

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

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

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

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

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

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

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

Teaching and Learning

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

   All Units of Study in ELA/ELD and Math are aligned to meet California Common Core State Standards at every grade level. Every grade level also has state adopted curriculum in both social studies and science that addresses state standards.

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Resources available to assist under-achieving students:
*Saturday School
*Extended Learning Opportunities
*Summer School
*Student Engagement Liaison

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

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

Funding

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Lack of RTI system elements for ELA and math.
Effective communication between parents/guardians and teachers needs to be improved.

Goals 1-5 in this plan address the barriers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	134	135	135	132	131	134	132	131	134	98.5	97	99.3
Grade 4	108	146	139	107	140	139	107	140	139	99.1	95.9	100
Grade 5	97	98	145	96	95	145	96	95	145	99.0	96.9	100
All Grades	339	379	419	335	366	418	335	366	418	98.8	96.6	99.8

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	2408.7	2429.5	2415.0	17	24	21.64	22	25	21.64	35	33	25.37	27	18	31.34
Grade 4	2436.9	2468.9	2488.5	24	20	30.94	16	32	30.94	14	21	17.27	46	27	20.86
Grade 5	2481.0	2514.8	2512.6	14	25	18.62	34	32	40.00	20	22	20.00	32	21	21.38
All Grades	N/A	N/A	N/A	18	23	23.68	24	30	31.10	24	25	20.81	34	22	24.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	20	25	21.64	48	48	39.55	32	27	38.81
Grade 4	21	21	30.94	36	51	54.68	43	27	14.39
Grade 5	15	27	23.45	48	45	55.86	38	27	20.69
All Grades	19	24	25.36	44	49	50.24	37	27	24.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	8	21	16.42	54	59	55.97	38	21	27.61
Grade 4	21	16	28.78	36	59	46.76	43	24	24.46
Grade 5	23	27	25.52	47	51	55.17	30	22	19.31
All Grades	17	21	23.68	46	57	52.63	37	22	23.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	21	17.91	64	66	63.43	21	14	18.66
Grade 4	15	7	24.46	57	79	61.87	28	14	13.67
Grade 5	11	25	21.38	59	60	64.83	29	15	13.79
All Grades	14	17	21.29	60	69	63.40	26	14	15.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	21	21.64	52	58	50.00	27	21	28.36
Grade 4	22	25	38.13	45	58	50.36	33	17	11.51
Grade 5	28	35	34.48	53	61	48.97	19	4	16.55
All Grades	24	26	31.58	50	59	49.76	27	15	18.66

Conclusions based on this data:

1. Overall in CAASPP data from 15-16 to 16-17 for English Language Arts/Literacy, 3rd grade student percentages scoring met/exceeding decreased by 5.72%, 4th grade increased by 9.88%, and 5th grade increased by 1.62%. 4th grade showed growth in their overall mean score, however 3rd and 5th demonstrated a decrease. Encompassing all grades, students demonstrated an increase by 1.78%.

2. CAASPP Reading data results show that 3rd grade experienced a decrease by 11.81% in students scoring above/at or near standard, with 4th grade showing an increase of 13.62% and 5th grade with an increase of 7.31%. Overall for all grades, we demonstrated a 2.6% increase for students who scored above/at or near standards in the area of reading.

3. CAASPP Writing data results show a 7.61% decrease for 3rd grade, 0.54% increase for 4th grade, and a 2.69% increase for 5th grade. This yields an overall decrease of 1.69% for all students scoring above/at or near standards from the 15-16 to 16-17 school year.

   CAASPP Listening data shows a decrease in students scoring above/at or near standards by 5.66% for 3rd grade, 4th grade shows an increase of 0.33%, and 5th grade an increase of 1.21%. CAASPP Listening scores for all grades 3rd - 5th show an overall decline by 1.31%.

   CAASPP Research/Inquiry data shows a decrease in students scoring above/at or near standards by 7.36% in 3rd grade, 4th grade shows an increase of 5.49%, and 5th grade a decrease of 12.55%. CAASPP Research/Inquiry scores for all grades 3rd - 5th show an overall decline by 3.66%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	134	135	135	131	130	134	131	130	133	97.8	96.3	99.3
Grade 4	108	146	139	107	140	139	107	140	139	99.1	95.9	100
Grade 5	97	98	145	96	95	145	96	95	145	99.0	96.9	100
All Grades	339	379	419	334	365	418	334	365	417	98.5	96.3	99.8

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2420.4	2442.3	2437.9	8	14	14.29	37	42	36.84	27	27	30.08	27	17	18.80
Grade 4	2437.1	2471.5	2486.6	16	11	20.86	13	31	32.37	29	39	32.37	42	18	14.39
Grade 5	2460.3	2507.9	2518.7	10	23	20.00	15	20	29.66	32	23	28.28	43	34	22.07
All Grades	N/A	N/A	N/A	11	15	18.47	23	32	32.85	29	31	30.22	37	22	18.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	37	30.08	47	37	45.86	32	26	24.06
Grade 4	21	25	32.37	26	39	38.85	53	36	28.78
Grade 5	13	32	31.72	26	25	38.62	61	43	29.66
All Grades	19	31	31.41	34	35	41.01	47	34	27.58

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	25	21.05	44	56	57.14	37	18	21.80
Grade 4	17	18	26.62	32	50	48.20	51	32	25.18
Grade 5	9	22	21.38	38	39	51.72	53	39	26.90
All Grades	15	22	23.02	38	49	52.28	46	29	24.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	27	22.56	54	62	55.64	20	11	21.80
Grade 4	19	19	31.65	37	54	44.60	43	27	23.74
Grade 5	6	21	20.00	48	46	51.03	46	33	28.97
All Grades	18	22	24.70	47	55	50.36	35	23	24.94

Conclusions based on this data:

1. Overall in CAASPP data from 15-16 to 16-17 for Math, 3rd grade student percentages scoring met/exceeding decreased by 4.87%, 4th grade increased by 11.23%, and 5th grade increased by 6.66%. Encompassing all grades, students demonstrated an increase by 4.32%.

2. CAASPP Concepts and Procedures for Math data results show that 3rd grade experienced an increase by 1.94% in students scoring above/at or near standard, with 4th grade showing an increase of 7.22% and 5th grade with an increase of 13.34%. Overall for all grades, we demonstrated a 6.42% increase for students who scored above/at or near standards.

3. CAASPP Problem Solving & Modeling/Data Analysis for Math data results show that 3rd grade experienced a decrease by 2.81% in students scoring above/at or near standard, with 4th grade showing an increase of 6.82% and 5th grade with an increase of 12.10%. Overall for all grades, we demonstrated a 4.3% increase for students who scored above/at or near standards.

    CAASPP Communicating Reasoning for Math data results show that 3rd grade experienced a decrease by 10.8% in students scoring above/at or near standard, with 4th grade showing an increase of 3.25% and 5th grade with an increase of 4.03%. Overall for all grades, we demonstrated a 1.94% decrease for students who scored above/at or near standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***				***		***						
1	18		50	18		13	45		13	9		13	9		13
2	14		25	14		50	43		25	21			7		
3			20	13		20	13		40	63		20	13		
4				14		40	29		60	29			29		
5				20			40		80			20	40		
Total	9		24	15		24	37		41	24		9	15		3

Conclusions based on this data:

1. The CELDT data indicates 48% students scoring at the Advanced and Early Advanced from the 16-17 data.

2. The CELDT data indicates 40% students scoring at the Intermediate from the 16-17 data.

3. The CELDT data indicates 12% students scoring at the Early Intermediate and Beginning from the 16-17 data.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA Achievement
LEA/LCAP GOAL:
Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.
SCHOOL GOAL #1:
Based on the i-Ready diagnostic, we will Increase the number of students Meeting/Exceeding Grade Level in ELA by 3%.
Data Used to Form this Goal:
*ESGI data for Transitional Kinder and Kindergarten *DIBELS Next data for Grades 1st - 5th *I-Ready Diagnostic for Language Arts *Accelerated Reader *CAASPP
Findings from the Analysis of this Data:
School wide achievement based on DIBELS Data: 2013-2014-"Core" (On Level): 68.8% 2014-2015-"Core" (On Level): 71.42% 2015-2016-"Core" (On Level): 79% Schoolwide achievement based on A.R. Data: 2013-2014-"Not at Risk": 16.9% 2014-2015-"Not at Risk": 51.8% 2015-2016-"Not at Risk" 61%
Changes in Practice and Structural Changes Needed to Achieve this Goal:
Implementation of new Wonders ELA Curriculum

How the School will Systematically Monitor Implementation of this Goal:
Admin will use digicoach to monitor Wonders and i-ready implementation. Admin will participate in grade level PLCs. Admin will publish a PLC data analysis schedule.

How the School will Evaluate the Progress of this Goal:
Evaluate and monitor DIBELS Next, ESGI, Culminating Task, A.R., Wonders Unit Assessments, and I-Ready results at each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the California Standards in English Language Arts	2017-18 School Year	Principal Assistant Principal Teachers	Impact Teams, grades 3-5, process with consultant to analyze achievement data, unpack standards, and plan for instruction and reteaching.	5800: Professional/Consulting Services And Operating Expenditures	Title I	13750.00
Implement tier 2 flexible grouping strategies in every classroom.	2017-18 School Year	Principal Assistant Principal Teachers Instructional Coaches	Provide supplemental instructional materials, and resources to support implementation.	4000-4999: Books And Supplies	Title I	5086.00
ELA Professional Development	2017-18 School Year	Principal Assistant Principal Teachers Instructional Coaches	Professional development and sub-release to learn methods for tier 2 ELA instruction and/or view successful tier 2 instruction in action	1000-1999: Certificated Personnel Salaries	Title I	7500.00
ELA Program Development	2017-18 School Year	Principal Assistant Principal SST Members SST Coordinators Teachers	Grade level sub-release for program development and PLC to analyze student performance data to inform/develop instructional program decisions	1000-1999: Certificated Personnel Salaries	Title I	10000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math Achievement
LEA/LCAP GOAL:
Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.
SCHOOL GOAL #2:
Based on the i-Ready diagnostic, we will increase the number of students Meeting/Exceeding Grade Level in Math by 3%.
Data Used to Form this Goal:
Curriculum embedded assessments from the 2015-16 school year.
Findings from the Analysis of this Data:
School-wide achievement in mathematics has increased slightly last year as indicated by last year's curriculum embedded assessments. 2014-15 Math CAASPP Results: 34% Met or Exceeded Standard 2015-16 Math CAASPP Results: 47% Met or Exceeded Standard iReady Diagnostic End of the Year Data 2015-16 61% Met or Exceeded Standard
Changes in Practice and Structural Changes Needed to Achieve this Goal:
How the School will Systematically Monitor Implementation of this Goal:
Admin will use digicoach to monitor Math Units and i-ready implementation. Admin will participate in grade level PLCs. Admin will publish a PLC data analysis schedule.
How the School will Evaluate the Progress of this Goal:
Bi-monthly data analysis of culminating tasks/ i-Ready at each grade level and schoolwide.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of California Standards in Math	2017-18 school year.	Principal Assistant Principal Teachers	Impact Teams, grades 3-5, process with consultant to analyze achievement data, unpack standards, and plan for instruction and reteaching.	5800: Professional/Consulting Services And Operating Expenditures	Title I	13750.00
Math Professional Development	2017-18 School Year	Principal Assistant Principal Teachers	Professional Development and sub-release days to learn various methods for Tier 2 Math instruction and/or view successful Tier 2 implementation	1000-1999: Certificated Personnel Salaries	Title I	5000.00
Math Program Development	2017-18 School Year	Principal Assistant Principal Teachers	Grade level sub-release for program development and PLC to analyze student performance data to inform/develop instructional program decisions	1000-1999: Certificated Personnel Salaries	Title I	10000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA/LCAP GOAL:
Provide a rigorous and enriched academic foundation to prepare our students to meet the demands of college and career readiness.
SCHOOL GOAL #3:
Decrease the number of English Learners by reclassifying 28% (an increase of 3%) to RFEP.
Data Used to Form this Goal:
2016-17 Reclassification rough draft percentage of 25%.
Findings from the Analysis of this Data:
Previous year 25% of the EL students reclassified.
Changes in Practice and Structural Changes Needed to Achieve this Goal:
- Implementation of new Wonders designated and integrated ELD materials.   - Implementation of flexible grouping strategies in all classrooms.   - Additional professional development for teachers of ELs.   - ELPAC implementation and associated professional development.   - Ensure all grade levels analyze EL performance data during PLCs monthly.
How the School will Systematically Monitor Implementation of this Goal:
- Site admin will analyze PLC agendas and notes monthly.   - Admin will monitor the progress of English Learners.   - Teachers will complete EL Progress monitoring data sheet each trimester.
How the School will Evaluate the Progress of this Goal:
CELDT Data and Title III Accountability Report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development (CELDT/ELPAC)	2017-18 School Year	CELDT Liaisons Teachers Facilitators	Monitor student progress and ensure teacher training and calibration of test administration.	1000-1999: Certificated Personnel Salaries	Title III	2000.00
Goal Setting Conferencing	2017-18 School Year	All certificated and classified personnel Teachers Administrators	Teacher sub-release days to conference with English Learning students to establish goals and progress monitor	1000-1999: Certificated Personnel Salaries	Title III	950.00
Implementation of California ELD Framework		Administration Teacher	Supplemental materials with implementation of ELD standards		Title III	2000.00
Parent/Guardian Involvement Activities		All certificated and classified personnel	Offer parent involvement workshops/activities; and/or offer childcare		Title III	2000.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Attendance Rates
LEA/LCAP GOAL:
Provide safe and engaging learning environments that support the culturally diverse, social-emotional, and physical development of all students.
SCHOOL GOAL #4:
Increase the overall average daily attendance rate to 97%.
Data Used to Form this Goal:
School-wide monthly attendance rates from the 2016-17 school year.   Grade level attendance monthly rates from the 2016-17 school year.
Findings from the Analysis of this Data:
Overall attendance has increased:.   2013-2014- Overall attendance: 96.05%   2014-2015- Overall attendance: 95.9%   2015-2016- Overall attendance: 96.1%   2016-2017- Overall attendance: 96.5%
Changes in Practice and Structural Changes Needed to Achieve this Goal:
School Counselor implementation of attendance focused groups.
How the School will Systematically Monitor Implementation of this Goal:
Admin will monitor attendance and monitor implementation of attendance groups monthly.
How the School will Evaluate the Progress of this Goal:
Monitor monthly school-wide and grade level attendance rates throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase attendance to improve student achievement	August 2017 to June 2018		• SARB and SST meetings • Counseling groups • School messenger • Student awards and incentives • monthly truancy reports • Consistent parent contact • County agency involvment • ADA recovery "Saturday School"	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Safe and Engaging Learning Environments
LEA/LCAP GOAL:
Provide safe and engaging learning environments that support the culturally diverse, social-emotional, and physical development of all students.
SCHOOL GOAL #5:
Decrease the number of suspensions by 3%.
Data Used to Form this Goal:
Student suspension rates from the 2016-17 school year
Findings from the Analysis of this Data:
Schoolwide suspension rate decreased in the past year. 2013-2014- Total number of suspensions: 35 2014-2015- Total number of suspensions:10 2015-2016- Total number of suspensions: 14 2016-2017- Total number of suspensions: 8
Changes in Practice and Structural Changes Needed to Achieve this Goal:
PBIS Team will be established.
How the School will Systematically Monitor Implementation of this Goal:
PBIS meetings once a trimester to monitor data and support goals.
How the School will Evaluate the Progress of this Goal:
Given school wide PBIS, Administration will monitor monthly suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure that site level professional development focuses on supporting teachers implement PBIS in their classrooms and school-wide.	2017-18 School Year	Principal, Assistant Principal, PBIS Teacher, School Counselor	Continue to conduct PSIS professional developments at least three times during the 2017-18 school year:	None Specified	None Specified	
			Provide PBIS materials or professional books.	None Specified	None Specified	
			PD supplies to include, but not limited to pens, post-its, chart paper, markers, copy paper, printer ink, etc.	None Specified	None Specified	
			Attend OLWEUS training/meetings	None Specified	None Specified	
Teachers will collaborate bi-monthly during PLC's to discuss strategies to assist students with high tardy, absenteeism, and truancy rates.	2017-18 School Year	Teachers	Teachers will review classroom attendance data from Illuminate and discuss strategies to assist students and support student achievement.	None Specified	None Specified	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title III	6950.00	0.00
Title I	65086.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
None Specified	0.00
Title I	65,086.00
Title III	6,950.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,450.00
4000-4999: Books And Supplies	5,086.00
5800: Professional/Consulting Services And Operating	27,500.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	32,500.00
4000-4999: Books And Supplies	Title I	5,086.00
5800: Professional/Consulting Services And	Title I	27,500.00
	Title III	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,950.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,336.00
Goal 2	28,750.00
Goal 3	6,950.00
Goal 4	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cyndy Guerrettaz	X				
Ruth Espinoza		X			
Candice McDonald		X			
Teresa Raymond		X			
Barbara Trice			X		
Zaima Gonzalez				X	
Serena Gordon				X	
Brittany Croxton				X	
Karen Adams				X	
BC Thompson				X	
Numbers of members of each category:	1	3	1	5	

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.

Appendices

SPSA Plan Goal #	Categorical Action/Expenditure	Impact (Academic Achievement Data)	Positive Impact on Student Achievement? Yes or No. Explain.	Will the Action/Expenditure continue for next year, or will it be modified or replaced? Explain.
3	Increase the achievement of EL Learners by providing professional development, sub release time, materials, software, or supplies to support vocabulary, literacy, language, and assessments. ($3,500.00)	2014-2015 AMAO 1: 47.6% *(Target goal of 60% was not met)* 2014-2015 AMAO 2: 18.2% *(Target goal of 25% was not met)* 2015-2016 AMAO 1: 72.4% *(Target goal of 60% was met)* 2015-2016 AMAO 2: 34.1% *(Target goal of 25% was met)* 2016-2017 AMAO 1: 61.3% *(Target goal of 60% was met)* 2016-2017 AMAO 2: 25% *(Target goal of 25% was met)*	This plan had a positive impact on student achievement. We met AMAO 1 & 2 target goals.	Based on the positive impact on student achievement we will continue to implement these actions/ expenditures for the 2017/18 school year.
3	Parent Involvement Activities (Offer parent involvement workshops/activities; and/or offer childcare) ($1,027.00)	2014-2015 AMAO 1: 47.6% *(Target goal of 60% was met)* 2014-2015 AMAO 2: 18.2% *(Target goal of 25% was not met)*	This plan had a positive impact on student achievement. We met Federal AMAO 1 & 2 target goals.	Based on the positive impact on student achievement we will continue to implement these actions/ expenditures for the 2017/18 school year.

| | | 2015-2016 AMAO 1: 72.4% *(Target goal of 60% was met)*

2015-2016 AMAO 2: 34.1% *(Target goal of 25% was met)*

2016-2017 AMAO 1: 61.3% *(Target goal of 60% was not met)*

2016-2017 AMAO 2: 25% *(Target goal of 25% was met)* | | |

Mesa View Elementary School
Title I Parent/Guardian Engagement Policy

GENERAL EXPECTATIONS:

Mesa View Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents/guardians, and distribute to parents/guardians of participating students, a School Parent/Guardian Engagement Policy that the school and parents/guardians of participating students agree upon.
- The school will notify parents/guardians about the School Parent/Guardian Engagement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents/guardians in a language that parents/guardians can understand.
- The school will make the School Parent/Guardian Engagement Policy available to the local community.
- The school will periodically update the School Parent/Guardian Engagement Policy to meet the changing needs of parents/guardians and the school.
- The school will adopt the school's school-parent/guardian compact as a component of its School Parent/Guardian Engagement Policy.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT/GUARDIAN ENGAGEMENT POLICY COMPONENTS:

Mesa View Elementary School will take the following actions to involve parents/guardians in the joint development and joint agreement of its School Parent/Guardian Engagement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

1. Mesa View Elementary School will take the following actions to distribute to parents/guardians of participating students and the local community, the School Parent/Guardian Engagement Policy:
   - The parents/guardians of Title I students will be given a copy of the Parent/Guardian Engagement Policy in the Parent/Guardian Handbook.
   - Copies of the Parent/Guardian Engagement Policy will be available in the front office.
   - The Parent/Guardian Engagement Policy will be posted on the school's website.

2. Mesa View Elementary School will periodically update its School Parent/Guardian Engagement Policy to meet the changing needs of parents and the school:
   - The Parent/Guardian Engagement Policy will be reviewed annually by the English Language Advisory Committee (ELAC) for input recommendations.
   - A needs assessment survey will be sent to the parents of all students at the close of the school year.
   - The School Site Council will review and revise the Parent/Guardian Engagement Policy annually.

3. Mesa View Elementary School will convene an annual meeting to inform parents/guardians of the following:
   - That their student's school participates in a Title I Targeted Assistance Program
   - Requirements of a Title I Targeted Assistance program
   - Their rights to be involved in the Title I program and how they may exercise those rights
   - Tips and information that will assist them in working with their students at home.

4. Mesa View Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parent/guardian involvement.
   - Parents/guardians will be surveyed on convenient meeting times based on a survey included in the first day packets.
   - The meetings will be offered at different times and days.
   - Daycare will be provided for the meetings when meetings occur after regular school hours.
   - An invitation letter will be given to the parents/guardians at the Fall parent/teacher conference.
   - A reminder phone call will be made home.
   - All information will be in English and Spanish.

5. Mesa View Elementary School will provide information about Title I programs to parents/guardians of participating children in a timely manner:
   - Parents/guardians will be given information about the Title I program by way of mail and flyers with targeted students.

6. Mesa View Elementary School will provide to parents/guardian of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
   - Parents/guardians will be given information on the Title I program at the annual Title I Parent/Guardian meeting in the Fall.
   - A Title I informational packet will be given in the Fall.

7. Mesa View Elementary School will provide parents/guardians of participating students, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and respond to any such suggestions as soon as practicably possible:
   - The principal and all classroom teachers can be contacted through district email.
   - The principal and all classroom teachers have voicemail on the automated voicemail system.
   - Collaboration will occur among teachers, instructional assistants, and the principal for planning and conducting regular parent/guardian workshops.

8. Mesa View Elementary School will submit to the district any parent/guardian comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents/guardians of participating students:
   - Appointments can be made to meet with the school's principal to discuss parent/guardian concerns and work on solving issues.
   - Parents/guardians will be referred to the district office if concerns are not resolved at the site level.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT:

Mesa View Elementary School will build the school's and parent's/guardian's capacity for strong parent/guardian involvement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school will incorporate the school-parent/guardian compact as a component of its School Parent/Guardian Engagement Policy. The compact will be:
   - reviewed periodically by parents/guardians, ELAC, and the School Site Council,
   - discussed with all students during the first week of school,

- sent home to all students in the first day packets,
- posted on the school website, and
- will be in the Title I informational packets.

2. The school will, with the assistance of the district, provide assistance to parents/guardians of children served by the school in understanding topics such as the following:
    - the State's academic content standards,
    - the State and local academic assessments, including alternate assessments,
    - the requirements of Title I,
    - how to monitor their student's progress, and
    - how to work with educators
    - by undertaking the actions described here:
    - offering various parent/guardian workshops, and
    - offering the Latino Literacy Workshops.

3. The school will, with the assistance of its district, provide materials and training to help parents/guardians work with their students to improve their student's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent/guardian engagement, by:
    - Computer, internet, and email training
    - Parent Workshops on a variety of subjects such as:
        a. literacy,
        b. math,
        c. homework,
        d. testing tips,
        e. health/exercise, and
        f. parenting.

4. The school will, with the assistance of its district and parents/guardians, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by offering:
    - Staff Development
    - Back-to-School Night
    - Pastries with the Principal monthly parent meetings
    - Parent-Teacher Conferences
    - School Site Council meetings
    - English Language Advisory Council meetings
    - Opportunities for parents/guardians to become volunteers
    - Individualized Education Plan meetings
    - 504 meetings

5. The school will, to the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with area Head Start, area County Preschools, District Preschools, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students, by:
    - Providing pamphlets of available resources in the front office "Parent/Guardian Resource Center"
    - Maintaining an informational bulletin board for parents/guardians in the front office

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent/guardian- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand:

- School newsletter, annual calendar, and monthly calendars
- Parent/guardian workshops
- Auto-dialer/phone blasts
- Flyers sent home with students
- School website
- School social media sites (Facebook)

ACCESSIBILITY:
Mesa View Elementary School will build the school's and parents'/guardians' capacity for strong parent/guardian involvement and provide involvement opportunities for all parents/guardians, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students, by providing:

- Information translated into Spanish
- Handicap accessibility in all buildings
- Braille versions provided as needed
- School Site Council meetings
- Local Control Accountability Plan meetings and committees
- English Language Advisory Council
- District English Language Advisory Council

ADOPTION:
This School Parent/Guardian Engagement Policy has been developed jointly with, and agreed upon with, parents/guardians of students participating in Title I programs, as evidenced by the Mesa View Elementary School Site Council membership. This policy was adopted by our Mesa View Elementary School Site Council on **November 6th, 2017** and will be in effect for the period of the 2017-18 school year. The school will distribute this policy to all parents/guardians on or before November 30, 2017. It will be made available to the local community on or before November 30, 2017. Mesa View Elementary School 's notification to parents/guardians of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents/guardians in a language the parents/guardians can understand.

_____   _____
(Signature of Authorized Official)   (Date)

Mesa View Elementary School: Parent/Guardian Compact

Student's Name: _____ Grade: _____ 2017-18

Staff

We understand the importance of the school experience to every student and our role as educators and role models. Therefore, we are committed to carry out the following goals/standards to the best of our ability:

Deliver grade level skills, concepts, and standards using a meaningful and balanced, hands-on approach.
Strive to meet the individual needs of your child.
Facilitate and encourage open communication regarding your child's education and progress.
Provide a safe, positive, and healthy learning environment for your child.
Communicate homework and class work expectations.

Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Student

I realize that my education is important. I know I am responsible for my own success. Therefore, I am committed to carrying out the following responsibilities to the best of my ability:

Arrive to class on time and prepared with the appropriate materials and supplies every day.
Take my weekly work/information home to my parents/guardians.
Read and practice math facts everyday, and return completed homework on time.
Be responsible for my own behavior.
Be cooperative leader/role model.
Do my best on all assignments, and always be ready to learn and ask for help when I need it.

Student's Signature: _____

Date: _____

Parent/Guardian

I understand that my participation in my child's education will help and encourage his/her achievements and positive attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

Make sure my child is at school on time.
Encourage my child to complete his/her homework, and provide a quiet time/place for my child to do homework.
Review all school communications.
Attend school events, when possible.
Encourage my child to read and practice math facts daily.
Make sure my child gets adequate sleep and eats a healthy diet.
Support the school and district homework, discipline, and attendance policies.

Parent's/Guardian's Signature: _____

Date: _____

(This copy is to be filed in the student's cumulative record by the teacher.)

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

    State Compensatory Education Advisory Committee

    _____
    Signature

    English Learner Advisory Committee

    _____
    Signature

    Special Education Advisory Committee

    _____
    Signature

    Gifted and Talented Education Program Advisory Committee

    _____
    Signature

    District/School Liaison Team for schools in Program Improvement

    _____
    Signature

    Compensatory Education Advisory Committee

    _____
    Signature

    Departmental Advisory Committee (secondary)

    _____
    Signature

    Other committees established by the school or district (list):

    _____
    Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on November 6, 2017.

Attested:

Cyndy Guerrettaz		11/6/17
Typed Name of School Principal	**Signature of School Principal**	**Date**

Brittany Croxton		11/6/17
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**