

School Plan for Student Achievement (SPSA) Template

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

[Appendix A](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	Mecca Elementary School		
CDS Code	33736766032254		
Revision Date			
Contact Name and Title	Armando Rivera Principal	Email and Phone	arivera@cvusd.us 760-396-2143
The District Governing Board approved this revision of the SPSA on			

THE STORY: Briefly describe the students and community and how the school serves them.

Principal's Message

We are very proud of Mecca Elementary School and welcome this opportunity to tell you more about us. Our main objective is to inform the community about conditions and progress being made at Mecca School.

The Mecca Elementary School staff, both certificated and classified, are dedicated to serving the school and the community. Our curriculum continues to improve to line up with the California Common Core Standards. This is our third year of implementing the California Common Core Standards. In addition, we are implementing Units of Study in both English Language Arts and Math, which serve as guides for delivering instruction. The English Language Arts intervention program is Read 180 for grades 3-6. We continue implementing our math program, Go Math. We are continuing our plan to improve the development of our English language learners and have begun to use English 3D for our long-term English users in grades 5 and 6. We have returned to early release Wednesdays and use this time to collaborate. It is during this collaboration time, known as Professional Learning Community(PLC) time, that our staff is able to review student data, set goals, discuss best teaching practices, and plan lesson delivery that is systematic and rigorous.

We also are continuing with integrating technology into our daily instruction to enhance lesson delivery and student learning. The goal of integrating technology into the lessons is to maintain engagement from all students and provide a medium through which our students can demonstrate understanding by doing so in manners that modify and redefine the learning that is taking place. All classrooms have iPad carts with iPads assigned to each individual student.

We will continue to offer parent workshops geared at continuing to prepare you to support your child's learning at home. It is our hope that through continued collaboration, your children will succeed in moving forward in all aspects of their development. It is equally important for you to be active in the recognitions your child may be a recipient of, and therefore invite you to participate when your child is invited to our Student of the Month assemblies and other type of celebratory events. Let's continue to work together in moving forward with all of our goals!

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the

THE STORY: Briefly describe the students and community and how the school serves them.

communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Mecca Elementary School is located in the southern region of the district's boundaries and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2017-18 school year, 746 students were enrolled, including 8.9% students with disabilities, 74.7% English Language Learners, and 93.7% socioeconomically disadvantaged.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

Mecca Elementary was selected to be one of five schools to be a Writing Model School. All of our teachers will receive training in writing by RCOE.

Additionally, Mecca Elementary was selected to be one of two schools to participate in Project Moving Forward, which is an ELD program focusing on vocabulary. This program is for TK-3rd grade.

We will be receiving RCOE Math support in grades 3rd-6th. The focus will be in the writing portion of the performance task, as well as strategies to breakdown problems, so students can better understand what they are being asked to do.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

We have been able to maintain steady growth in both improving the percentage of students meeting or exceeding standards in ELA as well as decreasing the distance from level three in grades 4th and 5th. Teachers received training in writing last year and they are receiving writing training again this year, which will help students with all the writing components of the CAASPP. We will be analyzing the data to determine which students are close to meeting the standard to make sure support is provided in the classroom to try to help the meet the standards. We will also determine which students barely met the standard to make sure we monitor their progress, so they don't slip back to standard not met.

Mecca Elementary										
Longitudinal Cohort Analysis										
ELA										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-67.46	-47.15		-	-	26%	30%	
Grade_5	-	-61.67	-53.02	-38.79		-	24%	29%	34%	
Grade_6	-85.64	-72.06	-76.75	-76.15		10%	21%	16%	21%	

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

There are several factors causing the results in Math we are receiving. One factor has been that Math has not been a focus area, and as a result not only do we not see gains, but we see drops. Another factor is language. Many of our students are English Learners and even though they are progressing as shown by ELPAC results, they struggle with understanding what they are being asked to do. This year teachers are receiving support in Math through training provided by RCOE in grades 3rd through 6th. Since teachers are receiving training in writing, we are incorporating what they are learning and applying it to Math, so students can perform better in the written responses portion of the performance task. We are also analyzing ELPAC data to determine exactly at what level students are and in what domains, so teachers can provide support specific to their needs. If students develop better English skills and improve their writing, they will be able to perform better in the CAASPP.

Math										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-39.87	-52.58		-	-	32%	27%	
Grade_5	-	-38.22	-56.37	-74.69		-	30%	19%	16%	
Grade_6	-77.18	-83.82	-90.54	-108.68		11%	10%	14%	16%	

GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

The two student groups that performed two levels below the "all student" group are Migrant students in ELA and Special Ed students in Math. We have also identified the English Learner group as a group with a performance gap in both ELA and Math. We must understand that some of our students in the English Learner group are also part of the Migrant group or the Special Ed group. One thing we will do is identify which Migrant students and Special Ed students are also English Learners, so we can provide support not only academically, but also with language acquisition. We also need to make sure that all students in Special Ed receive the correct and needed accommodations in the test as well as in the classroom. We also need to analyze the data of our Migrant group, so we can provide support to them specific to their need through out the day and during the after school Migrant program.

PERFORMANCE GAPS

Mecca Elementary												
Total												
Student Subgroups	ELA						Math					
	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-49.24	-66.03	16.80	Yellow	29%	23%	-66.72	-73.52	6.80	Yellow	24%	21%
EL	-95.42	-112.26	16.84	Orange	6%	5%	-96.52	-105.94	9.41	Orange	12%	11%
SPED	-134.91	-138.58	3.67	Orange	4%	2%	-151.58	-150.07	-1.51	Red	2%	9%
SED	-57.64	-68.43	10.79	Yellow	26%	22%	-73.38	-75.50	2.12	Orange	22%	20%
Migrant	-70.39	-67.61	-2.78	Red	23%	20%	-78.54	-72.89	-5.65	Orange	23%	23%
Read 180	-108.13	-129.31	21.19	Orange	3%	1%	-115.16	-120.97	5.81	Orange	7%	6%
Dual Language	-69.00	-86.08	17.08	Yellow	18%	17%	-52.20	-64.26	12.06	Yellow	24%	21%
Hispanic or Latino	-48.98	-66.03	17.05	Yellow	29%	23%	-66.36	-73.52	7.16	Yellow	24%	21%
White	-158.00	-	-	-	0%	-	-220.00	-	-	-	0%	-

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

All teachers are receiving training in writing to better prepare our students. We are also part of the Project Moving Forward which is an ELD program which focuses on vocabulary and best teaching practices, so students not only learn vocabulary, but also learn to apply it. Teachers in grades 3rd through 6th are also receiving support in Math through RCOE. These three areas of support should have an impact on student performance.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Title I 2018-19 Preliminary Allocation

\$31,481

LCFF S/C Funding

\$32,748

DESCRIPTION**AMOUNT**

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$4,505

Other funding: 2018-19 Title I District Parent Involvement

\$4,565

\$73,299

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

Mecca School will decrease the school-wide DF3 from 49 to 34 or lower in ELA.
 Mecca School will decrease the school-wide DF3 from 67 to 52 or lower in Math.

1 X 2 3 X 4 5 6 X 7 X 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school:</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: 2 PE: 2 VAPA: 2 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>	<p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 2 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>
State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:	4-Pupil Achievement & 8-Other Pupil Outcomes:	4-Pupil Achievement & 8-Other Pupil Outcomes:

Metric/Indicator**Expected Outcomes****Actual Outcomes**

A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5by5 Grid)

A. SBAC: % of pupils met or exceeded standards for

A. SBAC: % of pupils met or exceeded standards for

ELA:

All Students - 25%
 English Learners - 8%
 Migrant - 20%
 Socioeconomically Disadvantaged - 26%
 Hispanic/Latino - 26%
 Students with disabilities - 4%

ELA:

All Students - 29%
 English Learners - 6%
 Migrant - 23%
 Socioeconomically Disadvantaged - 26%
 Hispanic/Latino - 29%
 Students with disabilities - 4%

MATH:

All Students - 23%
 English Learners - 24%
 Migrant - 22%
 Socioeconomically Disadvantaged - 24%
 Hispanic/Latino - 24 %
 Students with disabilities -12%

MATH:

All Students - 24%
 English Learners - 12%
 Migrant - 23%
 Socioeconomically Disadvantaged - 22%
 Hispanic/Latino - 24%
 Students with disabilities - 2%

D. EL progress (% of EL students improving 1 CELDT Proficiency Level)

D. EL progress: 48%

D. EL progress: %

E. EL reclassification

E. EL reclassification: 17%

E. EL reclassification: 13.0%

State Priority: 7-Course Access

7-Course Access:

7-Course Access:

B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid

B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC

B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC

Placement on 5 by 5 Grid:

Placement on 5 by 5 Grid:

Metric/Indicator**Expected Outcomes****Actual Outcomes**

1) All Students:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -59.2
 Change: increased
 Points change: +7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -66.9
 Change: increased
 Points change: +5

2) English Learners:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -61.8
 Change: increased
 Points change: +7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -73.1
 Change: increased
 Points change: +5

3) Migrant:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -68.8
 Change: increased
 Points change: +7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -78.1
 Change: increased
 Points change: +5

1) All Students:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -49.24
 Change: Increased Significantly
 Points change: +16.8

Math Color: Yellow
 Status: Low
 Distance/points from 3: -66.7
 Change: Increased
 Points change: +6.8

2) English Learners:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -95.42
 Change: Increased Significantly
 Points change: +16.8

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -96.5
 Change: Increased
 Points change: +9.4

3) Migrant:

ELA Color: Red
 Status: Very Low
 Distance/points from 3: -70.39
 Change: Maintained
 Points change: -2.8

Math Color: Orange
 Status: Low
 Distance/points from 3: -78.5
 Change: Decreased
 Points change: -5.65

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -61.1 Change: increased Points change: +7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -74 Change: increased Points change: +5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -60.2 Change: increased Points change: +7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -73.3 Change: increased Points change: +5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3:-140.2</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -57.6 Change: Increased Points change: +10.8</p> <p>Math Color: Orange Status: Low Distance/points from 3: -73.4 Change: Maintained Points change: +2.1</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -48.9 Change: Increased Significantly Points change: +17.1</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -73.5 Change: Increased Points change: +7.2</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -134.91</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Change: increased Points change: +7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3:-157.1 Change: increased Points change: +5</p>	<p>Change: Increased Points change: +3.7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -151.58 Change: Maintained Points change: -1.51</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1A. Certificated extra services for AVID and Rtl team meetings. \$9,500 LCFF S/C</p>	<p>1A. Certificated extra services for AVID and Rtl team meetings. \$3,500 LCFF S/C</p>	<p>1A. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 9,500</p>	<p>1A. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,500</p>
<p>1B. Certificated Subs for RCOE Writing Collaboration Days. \$8,000 LCFF S/C</p>	<p>1B. Certificated subs for RCOE writing collaboration days. \$8,000 LCFF S/C</p>	<p>1B. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8,000</p>	<p>1B. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8,000</p>
<p>1C. Travel/Conference expenses for staff to attend trainings in and out of the district. \$9,728 LCFF S/C</p>	<p>1C. Travel/Conference expenses for staff to attend trainings in and out of the district. \$2,228</p>	<p>1C. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 9,728</p>	<p>1C. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,228</p>
<p>1D. Print Shop expenses (supplemental material for AVID, PBIS, ELA, Math, ELD) \$1,080 LCFF S/C</p>	<p>1D. Print shop expenses for supplemental material for AVID, PBIS, ELA, Math, ELD) \$1,080 LCFF S/C</p>	<p>1D. 4000-4999: Books And Supplies LCFF - Supplemental 1,080</p>	<p>1D. 4000-4999: Books And Supplies LCFF - Supplemental 1,080</p>
<p>1E. Contract with RCOE for writing development. \$12,000 LCFF S/C</p>	<p>1E. Contract with RCOE for writing development. \$12,000 LCFF S/C</p>	<p>1E. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12,000</p>	<p>1E. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12,000</p>
<p>1F. Certificated - extra services (collaboration support time for ELA, Math, ELD, Dual Language, Science, and PBIS, FIAT for parental involvement support,</p>	<p>1F. Certificated - extra services (collaboration support time for ELA, Math, ELD, Dual Language, Science, and PBIS, FIAT for parental involvement support, Technology education support,</p>	<p>1F. 1000-1999: Certificated Personnel Salaries Title I 9,400</p>	<p>1F. 1000-1999: Certificated Personnel Salaries Title I 4,740</p>
		<p>1G. 1000-1999: Certificated Personnel Salaries Title I 750</p>	<p>1G. 1000-1999: Certificated Personnel Salaries Title I 750</p>
		<p>1H. 1000-1999: Certificated Personnel Salaries Title I 9,400</p>	<p>1H. 1000-1999: Certificated Personnel Salaries Title I 5,275</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology education support, academic intervention & differentiation instruction support) \$8,500 Title I	academic intervention & differentiation instruction support) \$4,740 Title I	1I. 4000-4999: Books And Supplies Title I 3,214	1I. 4000-4999: Books And Supplies Title I 3,214
1G. Certificated - Stipends (dual language support). \$750 Title I	1G. Certificated - Stipends (dual language support). \$750 Title I	1J. 5000-5999: Services And Other Operating Expenditures Title I 8,321	1J. 5000-5999: Services And Other Operating Expenditures Title I 8,046
1H. Certificated Subs - Rtl team meetings, collaboration sessions (writing, math, ELA, AVID, PBIS, technology integration). \$9,400 Title I	1H. Certificated Subs - Rtl team meetings, collaboration sessions (writing, math, ELA, AVID, PBIS, technology integration) \$5,275 Title I	2. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,000	2. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,000
1I. Supplemental instructional supplies (to support supplemental programs like AVID, PBIS, volunteer program, reading intervention, migrant, students on Rtl, professional reading books for staff to improve student/teacher relationships, school culture, and subject content areas.) \$3,214 Title I	1I. Supplemental instructional supplies (to support supplemental programs like AVID, PBIS, volunteer program, reading intervention, migrant, students on Rtl, professional reading books for staff to improve student/teacher relationships, school culture, and subject content areas.) \$3,214 Title I		
1J. Travel/Conference expenses for staff to attend trainings in and out of the district (AVID, RCOE trainings that cover ELA, Math, ELD. \$8,321 Title I	1J. Travel/Conference expenses for staff to attend trainings in and out of the district (AVID, RCOE trainings that cover ELA, Math, ELD. \$8,046 Title I		
2. Standards-based field trips. \$2,000 LCFF S/C	2. Standards-based field trips. \$2,000 LCFF S/C		

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1. Writing Support from RCOE - Mecca Elementary School staff was able to receive professional development in writing from the county (RCOE). Teachers in grades 1st-6th grade received 3 - 4 days of support throughout the year, where they benefited from both half and full day trainings focused on the different writing genres and process writing, including research and best practices. Funds were used to cover the substitute costs for teachers to attend the trainings, as well as to pay for the presenter.
2. AVID Extra Services - Staff had agenda, binders, and specific school supplies provided to students in grades 2-6 to promote organization and communication via AVID strategies and practices.
3. Rtl Subs - Teachers partook in meetings throughout the year to address concerns with their struggling students. Goals would be set and worked on prior to revisiting them in follow up meetings. Teachers, parents, and admin were involved in these meetings.
4. Conferences - Staff participated in conferences provided by the county in the area of math and other content areas, including ways to support EL students; Funds set aside for possible out of the area conferences were not utilized during the summer as originally anticipated.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

1. Writing Support from RCOE - Writing instruction made a difference in a positive manner. The school had an overall increase in the CAASPP DF3, as it closed the gap by 17 points in ELA and almost 5 in Math. It was evident that staff applied learned strategies in their daily instruction and across all content areas. Process writing began to emerge in the upper elementary grades, where it had previously not been taking place. Both goals set by the school in ELA and Math were met.
2. AVID Extra Services - Evidence of success with AVID was not as evident as originally thought. Students and teachers were struggling implementing the basics in a routine manner: signed agendas to increase home/school connection and communications and organization with binders. However, classrooms were implementing 3 column notes in the upper grades (4th-6th). Classroom walk through revealed further support in implementing AVID faithfully was needed, as well as including parents in the training to have them support our efforts.
3. Rtl Subs - Progress made or not made with the Rtl student meetings was on an individual basis. Some made growth and didn't need follow up meetings. Those that didn't make growth would be referred for further intervention support.
4. Conferences - Staff participated in conferences provided by the county in the area of math and other content areas, including ways to support EL students; Funds set aside for possible out of the area conferences were not utilized during the summer as originally anticipated.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See attachment - picture of estimated expenses versus actual expenses.

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results
1. Student Achievement	1A. Certificated extra services for AVID and RtI team meetings. \$9,500 LCFF S/C	1A. - AVID meetings were held monthly. Opportunity for site to set goals and plan of action to carry out AVID expectations.	1A. - Not all teachers attended the meetings.	1A. - \$6,000 was transferred out of this anticipated expense. Amount transferred to supplemental books and supplies.
1. Student Achievement	1B. Certificated Subs for RCOE Writing Collaboration Days. \$8,000 LCFF S/C 1C. Travel/Conference expenses for staff to attend trainings in and out of the district. \$9,728 LCFF S/C 1D. Print Shop expenses (supplemental material for AVID, PBIS, ELA, Math, ELD) \$1,080 LCFF S/C 1E. Contract with RCOE for writing development. \$12,000 LCFF S/C	1B. - Subs were used to cover teachers. Teachers received either 1/2 day or full day support in the area of writing development from RCOE. 1C. - Staff attended trainings in and out of the district to continue professional growth. 1D. - Print shop needs fulfilled as expected. 1E. - Contract with RCOE was fulfilled. Staff in grades 1st-6th received ongoing writing development support throughout the year.	1B. - Subs were used accordingly. 1C. - Not as many conferences were attended as originally thought.	1B. - No modifications needed. 1C. - \$7,500 was transferred out of this anticipated expense. Amount transferred to supplemental books and supplies.
1. Student Achievement	1F. Certificated - extra services (collaboration support time for ELA, Math, ELD, Dual Language, Science, and PBIS, FIAT for parental involvement support, Technology education support, academic intervention & differentiation instruction support) \$8,500 Title I 1G. Certificated - Stipends (dual language support). \$750 Title I 1H. Certificated Subs - RtI team meetings, collaboration sessions (writing, math, ELA, AVID, PBIS, technology integration). \$9,400 Title I 1I. Supplemental instructional supplies (to support supplemental programs like AVID, PBIS, volunteer program, reading intervention, migrant, students on RtI, professional reading books for staff to improve student/teacher relationships, school culture, and subject content areas.) \$3,214 Title I 1J. Travel/Conference expenses for staff to attend trainings in and out of the district (AVID, RCOE trainings that cover ELA, Math, ELD. \$8,321 Title I	1F. - Teachers received collaboration time to develop core subject and other areas of need to support students in closing achievement gap. 1G. - Dual language stipend expense fulfilled as expected. 1H. - Subs were used throughout the year to support with RtI and collaboration sessions in core subjects. 1J- Some conferences attended.	1F. - Not all anticipated funds were used. 1H. - Not all anticipated funds were used as originally thought. In addition, not all jobs would be filled by subs, forcing us to come up with alternate plans for coverage. 1J. - Not as many conferences as anticipated were attended.	1F. - \$3,760 was transferred out of this anticipated expense. Amount transferred to supplemental books and supplies. 1H. - \$4,125.00 was transferred out of the anticipated expense. Amount transferred to supplemental books and supplies. 1J. - \$275.00 was transferred to supplemental books and supplies.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

Goals set have been met.

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

X 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated exemplary with 99%</p> <p>Restrooms: Rated good with 98%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated exemplary with 99%</p> <p>Restrooms: Rated exemplary with 98%</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1A. We will make sure that all students received the needed materials from the adopted curriculums.</p> <p>1B. We will conduct monthly walkthroughs with custodians to ensure a safe and clean learning environment.</p>	<p>1A. All students received materials needed from the adopted curriculums</p> <p>1B. Walkthroughs were conducted monthly.</p>	<p>1A. No expenditure needed</p> <p>1B. No expenditure needed</p>	<p>1A. No expenditure needed</p> <p>1B. No expenditure needed</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The overall effectiveness of the actions was positive since goals were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No expenditures were needed for these actions

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 3

Mecca Elementary School will strengthen the home/school connection by offering academic, social, and behavioral development workshops for parents.

1 2 X 3 4 X 5 X 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 5 for at least 30 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 5 for at least 30 families.</p> <p>B) Seeking input from parents in decision making: We met quorum 6 times this year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 98.5%</p> <p>B. Chronic Absenteeism rate: 3.5%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 97.32%</p> <p>B. Chronic Absenteeism rate: 4.70%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 3%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1A. Costs associated with academic field trips (including transportation). \$1,628 Title I</p>	<p>1A. Costs associated with academic field trips (including transportation). \$1,628 Title I</p>	<p>1A. 5000-5999: Services And Other Operating Expenditures Title I 1,628</p>	<p>1A. 5000-5999: Services And Other Operating Expenditures Title I 1,628</p>
<p>1B. Extra services for staff involved in parental engagement activities. \$1,250 Title I</p>	<p>1B. Extra services for staff involved in parental engagement activities. \$1,250 Title I</p>	<p>1B. 1000-1999: Certificated Personnel Salaries Title I 1,250</p>	<p>1B. 1000-1999: Certificated Personnel Salaries Title I 1,250</p>
<p>1C. Travel/conference expenses for parents and staff involved in parental engagement activities. \$1,679 Title I</p>	<p>1C. Travel/conference expenses for parents and staff involved in parental engagement activities. \$1,679 Title I</p>	<p>1C. 5000-5999: Services And Other Operating Expenditures Title I 1,679</p>	<p>1C. 5000-5999: Services And Other Operating Expenditures 1,679</p>
<p>1D. Extra services for staff involved in parental engagement activities. \$1,500 LCFF S/C</p>	<p>1D. Extra services for staff involved in parental engagement activities. \$1,500 LCFF S/C</p>	<p>1D. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500</p>	<p>LCFF - Supplemental 1,500</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences for this Goal All expenditures were made according to plan.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

There were no modifications made to this goal.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The SPSA goals and budgets were presented at a Staff meeting along with an explanation as to why the goals were selected and why the money is allocated the way it is. SPSA goals were presented to our Leadership team. Stakeholders were invited to provide input and suggestions. The team felt that reducing the distance from three by fifteen points was a very attainable goal. SPSA budgets were presented at a SSC meeting. Teachers had a discussion over whether or not it was a good idea to renew the purchase of Scholastics News magazines. It was determined that we will bring it up at a staff meeting to decide.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

It created a better understanding of the value of the SPSA and its purpose. I believe stakeholders will be more cautious when asking for things. We need to focus on what we need to better prepare our students and not what we want to make our life easier.

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
Armando Rivera	X				
Sarah Dodson		X			
Cruz Terrazas		X			
Sheri Rodriguez		X			
Lizeth Rivera			X		
Daniela Azpeita				X	
Berenice Solis				X	
Gloria Medina				X	
Becky Ortega				X	
Eloisa Vazquez				X	
Numbers of members of each category:	1	3	1	5	

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 1

LEA Goal: LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

School Goal: Mecca School will decrease the school-wide DF3 from 49 to 34 or lower in ELA.
Mecca School will decrease the school-wide DF3 from 67 to 52 or lower in Math.

State and/or Local Priorities Addressed by this goal:

STATE	1	X 2	3	X 4	5	6	X 7	X 8
COE	9	10						
LOCAL								

Identified Need

Math Area of Need - DF3 is -66.7 for the school as a whole. ELA Area of Need - DF3 is -49.24 for the school as a whole.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	2018-19	X Modified Unchanged	2019-20
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>		<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>		<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school:</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: 1 PE: 2 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school:</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: 2 PE: 2 VAPA: 2 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school:</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 3</p> <p>IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: 2 PE: 3 VAPA: 2 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school:</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 3 History- Social Science: 4</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 3 History- Social Science: 4</p> <p>IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: 2 PE: 3 VAPA: 2 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>

Baseline reflects most recent data from associated metric/indicator

X Modified Unchanged

X Modified Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered: 1</p>	<p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>	<p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>	<p>A) Identifying professional learning needs for teachers and staff: 5</p> <p>B) Identifying professional learning needs for individual teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5by5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: Source: EADMS CAASPP Dashboard % of pupils met or exceeded standards for</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: % of pupils met or exceeded standards for</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: % of pupils met or exceeded standards for</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: % of pupils met or exceeded standards for</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>ELA: All Students 22.8% English Learners 4.8% R-FEPS 50% Migrant 17.6% Socioeconomically Disadvantaged 22.8% Hispanic/Latino 22.8% Students with disabilities 2.2%</p> <p>MATH: All Students 20.6% English Learners 10.6% R-FEPS 36% Migrant 18.4% Socioeconomically Disadvantaged 20.6% Hispanic/Latino 20.6% Students with disabilities 8.7%</p> <p>D. EL progress: 45.4%</p> <p>E. EL reclassification: 14.8%</p>	<p>ELA: All Students 25 % English Learners 8 % Migrant 20 % Socioeconomically Disadvantaged 26% Hispanic/Latino 26 % Students with disabilities 4 %</p> <p>MATH: All Students 23 % English Learners 24 % Migrant 22 % Socioeconomically Disadvantaged 24% Hispanic/Latino 24 % Students with disabilities 12 %</p> <p>D. EL progress: 48%</p> <p>E. EL reclassification: 17%</p>	<p>ELA: All Students - 39% English Learners -12% Migrant - 30 % Socioeconomically Disadvantaged - 39% Hispanic/Latino - 39 % Students with Disabilities - 8%</p> <p>MATH: All Students - 34% English Learners - 20% Migrant - 30% Socioeconomically Disadvantaged - 30% Hispanic/Latino - 34 % Students with Disabilities - 8%</p> <p>D. EL progress: 50%</p> <p>E. EL reclassification: 20%</p>	<p>ELA: All Students - 49% English Learners -20% Migrant - 35% Socioeconomically Disadvantaged - 49% Hispanic/Latino - 49% Students with Disabilities - 12%</p> <p>MATH: All Students - 44% English Learners - 25% Migrant - 35% Socioeconomically Disadvantaged - 35% Hispanic/Latino - 44% Students with Disabilities -13%</p> <p>D. EL progress: 55%</p> <p>E. EL reclassification: 25%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>

Baseline reflects most recent data from associated metric/indicator

X **Modified**
Unchanged

X **Modified**
Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

	<p>2016-17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -66.2 Change: Increased Points change: 7.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -71.9 Change: Increased Points change: 8.8</p> <p>2015-16 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -74.2 Change: Increased Points change: 10.6</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -83.3 Change: Increased Points change: 10.9</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75.8 Change: Increased Points change: 9.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -83.1 Change: Increased</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: yellow Status: low Distance/points from 3: -59.2 Change: increased Points change: 7</p> <p>Math Color: yellow Status: low Distance/points from 3: -66.9 Change: increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -61.8 Change: increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -73.1 Change: increased</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -34 Change: Increased Significantly Points change: +15</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -51.72 Change: Increased Significantly Points change: +15</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80.42 Change: Increased Significantly Points change: +15</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -81.52 Change: Increased Significantly</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -19 Change: Increased Significantly Points change: +15</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -36.72 Change: Increased Significantly Points change: +15</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -65.42 Change: Increased Significantly Points change: +15</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -66.52 Change: Increased Significantly</p>
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Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
	Points change: 9.4	Points change: 5	Points change: +15	Points change: +15
	3) Migrant:	3) Migrant:	3) Migrant:	3) Migrant:
	ELA Color: ____ Status: _____ Distance/points from 3: ____ Change: _____ Points change: ____	ELA Color: Yellow Status: Low Distance/points from 3: -68.8 Change: increased Points change: 7	ELA Color: Yellow Status: Low Distance/points from 3: -55.39 Change: Increased Significantly Points change: +15	ELA Color: Yellow Status: Low Distance/points from 3: -40.39 Change: Increased Significantly Points change: +15
	Math Color: ____ Status: _____ Distance/points from 3: ____ Change: _____ Points change: ____	Math Color: Yellow Status: Low Distance/points from 3: -78.1 Change: increased Points change: 5	Math Color: Yellow Status: Low Distance/points from 3: -63.54 Change: Increased Significantly Points change: +15	Math Color: Yellow Status: Low Distance/points from 3: 48.54 Change: Increased Significantly Points change: +15
	4) Socioeconomically Disadvantaged:	4) Socioeconomically Disadvantaged:	4) Socioeconomically Disadvantaged:	4) Socioeconomically Disadvantaged:
	ELA Color: Orange Status: Very Low Distance/points from 3: -75.1 Change: Increased Points change: 9.7	ELA Color: Orange Status: Low Distance/points from 3: -61.1 Change: increased Points change: 7	ELA Color: Yellow Status: Low Distance/points from 3: -42.64 Change: Increased Significantly Points change: +15	ELA Color: Yellow Status: Low Distance/points from 3: -27.64 Change: Increased Significantly Points change: +15
	Math Color: Yellow Status: Low Distance/points from 3: -84 Change: Increased Points change: 10.1	Math Color: Yellow Status: Low Distance/points from 3: -74 Change: increased Points change: 5	Math Color: Yellow Status: Low Distance/points from 3: -58.38 Change: Increased Significantly Points change: +15	Math Color: Yellow Status: Low Distance/points from 3: -43.38 Change: Increased Significantly Points change: +15
	5) Hispanic/Latino:	5) Hispanic/Latino:	5) Hispanic/Latino:	5) Hispanic/Latino:
	ELA Color: Orange Status: Very Low Distance/points from 3: -74.2 Change: Increased Points change: 10.6	ELA Color: Yellow Status: Low Distance/points from 3: -60.2 Change: increased Points change: 7	ELA Color: Yellow Status: Low Distance/points from 3: -33.98 Change: Increased Significantly Points change: +15	ELA Color: Yellow Status: Low Distance/points from 3: -18.98 Change: Increased Significantly Points change: +15
	Math Color: Yellow Status: Low Distance/points from 3: -83.3	Math Color: Yellow Status: Low Distance/points from 3: -73.3	Math Color: Yellow Status: Low Distance/points from 3: -51.36	Math Color: Yellow Status: Low Distance/points from 3: -46.36

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>Change: Increased Points change: 10.8</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -154.2 Change: Maintained Points change: 2.9</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -167.1 Change: Increased Points change: 14.5</p>	<p>Change: increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3:-140.2 Change: increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3:-157.1 Change: increased Points change: 5</p>	<p>Change: Increased Significantly Points change: +15</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3:-119.91 Change: Increased Significantly Points change: +15</p> <p>Math Color: Orange Status: Very Low Distance/points from 3:-136.58 Change: Increased Significantly Points change: +15</p>	<p>Change: Increased Significantly Points change: +15</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3:-104.91 Change: Increased Significantly Points change: +15</p> <p>Math Color: Orange Status: Very Low Distance/points from 3:-121.58 Change: Increased Significantly Points change: +15</p>

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$29,286.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitutes to cover teachers for training and collaboration in Writing, Math, ELD, PBIS, ELA, Technology integration, and

PLANNED ACTIONS / SERVICES

	best practices.
Amount	\$5,700.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Scholastic Magazine for all grades which provides students with an opportunity to learn academic language through interesting articles based on current events which students can relate to.
Amount	\$1,000.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Copy Center will be used to make copies of supplemental instructional materials. Using the copy center is not only cost effective, but also reduces the time spent creating the copies.
Amount	\$5,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Training for Administrators and teachers in the areas of ELA, Math, ELD, AVID, Growth Mind Set, PBIS ...
Amount	\$9,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Training in Math with RCOE
Amount	\$8,500.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra Services and stipends for teachers providing support in areas such as GATE, Spelling Bee, Science Fair, SST, Parent workshops...
Amount	\$5,050.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Salary for subs covering teachers to train and collaborate
Amount	\$5,198.00

PLANNED ACTIONS / SERVICES

Source

LCFF Supplemental/Concentration 0701

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
IXL Math for all grades to provide support in Math.

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.

School Goal: The overall cleanliness of our school will improve from a good score of 97.25% to an excellent score with an overall percentage score of 99%. The overall cleanliness of our restrooms will improve from a good score of 95.46% to an excellent score with an overall percentage score of 98%.

State and/or Local Priorities Addressed by this goal:

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL									

Identified Need

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	Modified Unchanged	Modified Unchanged
Baseline	2017-18	2018-19	2019-20
<p>State Priority: 1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 97.25%</p> <p>Restrooms: Rated Good with</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated exemplary with 99%</p> <p>Restrooms: Rated good with 98%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated exemplary with 99%</p> <p>Restrooms: Rated exemplary with 99%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
	95.46%			

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2018-19

New	Modified	Unchanged
Daily/Weekly monitoring of school campus by administration and staff, to maintain a safe learning environment for students.		

2018-19

Budget Reference Expenditure Description	
	Principal and/or Assistant Principal will conduct walkthroughs with custodians inspecting cleanliness of facilities to maintain a clean learning environment in our school.

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal: Mecca Elementary School will strengthen the home/school connection by offering academic, social, and behavioral development workshops for parents.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL								

Identified Need

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged 2018-19	X Modified Unchanged 2019-20
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p>	<p>3- Parental Involvement</p> <p>A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders:</p> <p>Students: 274 Parents: 46 Teachers: 272</p> <p>B) Seeking input from parents in decision making: We met quorum 5 times a year for the following parent committees: SCC and ELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 5 for at least 30 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grade 5 for at least 45 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grade 5 for at least 60 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C) Promoting Parental Participation:	C) Promoting Parental Participation: 4% of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement
A. School Attendance	A. School Attendance rate: 97.1%	A. School Attendance rate: 98.5%	A. School Attendance rate: 99%	A. School Attendance rate: 99%
B. Chronic Absenteeism	B. Chronic Absenteeism rate: 4.2%	B. Chronic Absenteeism rate: 3.5%	B. Chronic Absenteeism rate: 3%	B. Chronic Absenteeism rate: 2.5%
6-School Climate	6-School Climate	6-School Climate	6-School Climate	6-School Climate
A. Pupil suspension rate	A. 20105-16 Pupil suspension rate: 1%	A. Pupil suspension rate: 1%	A. Pupil suspension rate: 1%	A. Pupil suspension rate: 1%
B. Pupil expulsion rate	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%
C. California Healthy Kids School Survey	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$2,500.00
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PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra Services for FIAT Lead Teacher.
Amount	\$1,000.00
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Extra services for Parent Liaison involved in parental engagement and workshops.
Amount	\$565.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Materials for Parent workshops.
Amount	\$500.00
Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Snacks for parent workshops

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 School 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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature	<i>Maria Jones</i>
Signature	
Signature	
Signature	
Signature	
Signature	
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 .

Attested:

Armando Rivera
 Typed Name of School Principal

[Signature] 11/5/18
 Signature of School Principal Date

Rebecca Ortega
 Typed Name of SSC Chairperson

[Signature] 11/5/18
 Signature of SSC Chairperson Date

SPSA Annual Evaluation

School Name: Mecca Elementary School School Year: 2017-18

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results

SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	73,299.00	73,299.00
LCFF Supplemental/Concentration 0701	32,748.00	32,748.00
Title I 3010	40,551.00	40,551.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2018-19	2018-19 Total
All Expenditure Types	73,299.00	73,299.00
1000-1999: Certificated Personnel Salaries	45,336.00	45,336.00
2000-2999: Classified Personnel Salaries	1,000.00	1,000.00
4000-4999: Books And Supplies	12,463.00	12,463.00
5000-5999: Services And Other Operating Expenditures	500.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2018-19	2018-19 Total
All Expenditure Types	All Funding Sources	73,299.00	73,299.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	13,550.00	13,550.00
1000-1999: Certificated Personnel Salaries	Title I 3010	31,786.00	31,786.00
2000-2999: Classified Personnel Salaries	Title I 3010	1,000.00	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	5,198.00	5,198.00
4000-4999: Books And Supplies	Title I 3010	7,265.00	7,265.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	500.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	14,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	68,734.00	68,734.00
Goal 3	4,565.00	4,565.00

* Totals based on expenditure amounts in goal and annual update sections.

SPSA Addendums