



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Elementary	Green 30647666020192	April 11, 2024	May 6, 2024

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

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

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

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

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

<p>Schoolwide Program Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide.</p>

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

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Plan Description

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

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

Schoolwide Program

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meadow Green School Site Council nominations and elections were conducted in August 2023. The School Site Council, consisting of parents and staff met to review needs-assessment on September 2023. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2024/25 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year. SSC again analyzed data and conducted a needs assessment in January and April of 2024 during SSC meetings in preparation to adopt a SPSA in the Spring for the 2024/25 school year. Elections for open SSC positions will be held upon the return to school in Fall 2024. The SSC will analyze campus data in the Fall and recommend any changes if necessary in goals and/or strategies/activities based on on-going comprehensive needs assessment throughout the year. The Title 1 sub committee will also convene in the Fall and make any recommended changes needed based on 24/25 Title 1 budget allocations.

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August and during PTA meetings, which take place from August -May. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness. A 2024 Title 1 information night will be held in Fall 2024, along with monthly PTA meetings throughout the school year. The district sends a family and staff LCAP survey, the results of which are used to draft each year's SPSA, which contains goal areas that are aligned with LCAP goal areas. Below are 2023/24 results:

My student has been provided a consistent instructional program: 97%

- My student has been provided the necessary technology support: 96%
- School staff is welcoming and supportive- 97%

School and district have provided consistent and informative updates-94%

- Staff provides a strong core academic program: 98%

School routinely encourages students and parents to set high goals- 78%

School provides information about student's academic performance-99%

School provides academic support- 91%

School offers opportunities for students to work above grade level if appropriate- 59% (32% responded don't know)

- School provides a balanced academic program-94%
- Power Source has been a positive program- 62% (32% responded did not participate)
- Expectations for behavior are high and students are encouraged to be responsible citizens 94%
- School is safe, orderly, and well-disciplined-97%
- Student is happy to go to school-96%
- School rules are enforced consistently with all students- 82%(12% responded don't know)
 - Staff provides a high level of service for student/family- 96%
- School is friendly, pleasant, respectful, and welcoming- 97%
 - Student is provided an appropriate level of academic challenge-91%
 - Staff makes parents feel welcome and part of school- 96%
 - I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 94%
- Benefit from additional parent education opportunities- 85%
 - I feel comfortable initiating discussion w/ school staff about concerns- 94%
 - Principal treats staff, parents, and students w/ respect-100%
 - Principal works collaboratively-75% (15% responded don't know)
 - Principal communicates clearly- 95%
 - Principal assists w/ resolution of parent / student concerns- 80% (10% responded don't know)
 - Principal follows through w/ commitments- 80% (10% responded don't know)
 - Principal maintains visibility and accessibility-100%
 - Principal provides adequate and timely information-100%
 - I have access to technology and emails from school- 100%
 - Within its capabilities, school provides resources needed for strong educational environment- 100%
- Child has access to needed instructional materials-96%
 - School is kept clean- 95%
 - Child understands work in reading, math, science, and history- 85%

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. SSC will convene in Fall of 2024 to amend the Title I budget if needed based on the allocation at that time. Meadow Green's SSC takes on the responsibilities of ELAC and there is an ELAC parent representative who provides feedback on the plan and represents the school on the DELAC.

In April 2024, SSC analyzed the most current school data to adopt goals and a SPSA plan for the 2024/25 school year. SSC will amend the plan, if needed, upon the return to school in 2024/25.

Resource Inequities

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

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

Not applicable.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Not applicable, all indicators are Yellow or higher.

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

Not applicable, no subgroups were two or more performance levels below "all student" performance for any Dashboard area.

Other Needs

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

iReady assessments are completed twice yearly (beginning of year, mid year, and end of year) to measure academic achievement and progress. School administration regularly monitors attendance and ODRs throughout the year. Staff utilize these data to identify and support students needing in-school and extended day interventions.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0%		1	0
African American	1.8%	2.41%	2.44%	9	12	12
Asian	6.5%	8.25%	7.52%	33	41	37
Filipino	2.0%	1.61%	1.63%	10	8	8
Hispanic/Latino	72.3%	70.82%	69.51%	366	352	342
Pacific Islander	%	%	0%			0
White	15.2%	15.49%	16.67%	77	77	82
Multiple/No Response	2.2%	1.21%	2.24%	11	6	11
Total Enrollment				506	497	492

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	86	95
Grade 1	70	58	70
Grade 2	60	66	59
Grade3	60	54	69
Grade 4	76	65	57
Grade 5	90	72	66
Grade 6	76	96	76
Total Enrollment	506	497	492

Conclusions based on this data:

1. Meadow Green enrollment continues to range between about 490-510 students.
2. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		23	18		4.6%	3.7%
Fluent English Proficient (FEP)		25	31		5.0%	6.3%

Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 3% to 5% throughout the past three school years. This is a lower percentage than 5 or more years prior. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2024/25.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSD Aeries system.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54	70	61	54	70	61	54	70	100.0	100.0	100.0
Grade 4	75	64	63	74	64	63	74	64	63	98.7	100.0	100.0
Grade 5	91	72	67	89	72	66	89	72	66	97.8	100.0	98.5
Grade 6	75	92	74	74	90	74	74	90	74	98.7	97.8	100.0
All Grades	302	282	274	298	280	273	298	280	273	98.7	99.3	99.6

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2441.	2477.	2470.	36.07	51.85	50.00	19.67	24.07	18.57	22.95	18.52	15.71	21.31	5.56	15.71
Grade 4	2502.	2504.	2482.	36.49	32.81	30.16	28.38	32.81	17.46	24.32	20.31	26.98	10.81	14.06	25.40
Grade 5	2536.	2557.	2555.	31.46	40.28	40.91	30.34	38.89	34.85	22.47	13.89	13.64	15.73	6.94	10.61
Grade 6	2539.	2559.	2573.	20.27	22.22	27.03	29.73	42.22	47.30	36.49	25.56	17.57	13.51	10.00	8.11
All Grades	N/A	N/A	N/A	30.87	35.00	37.00	27.52	35.71	30.04	26.51	20.00	18.32	15.10	9.29	14.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	46.30	41.43	67.21	46.30	48.57	6.56	7.41	10.00
Grade 4	24.32	34.38	20.63	72.97	62.50	65.08	2.70	3.13	14.29
Grade 5	32.58	30.56	31.82	62.92	63.89	65.15	4.49	5.56	3.03
Grade 6	31.08	27.78	35.14	55.41	64.44	52.70	13.51	7.78	12.16
All Grades	28.86	33.57	32.60	64.43	60.36	57.51	6.71	6.07	9.89

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	24.07	24.29	55.74	64.81	58.57	27.87	11.11	17.14
Grade 4	18.92	14.06	19.05	64.86	71.88	53.97	16.22	14.06	26.98
Grade 5	30.34	33.33	31.82	47.19	55.56	59.09	22.47	11.11	9.09
Grade 6	12.16	20.00	28.38	64.86	62.22	54.05	22.97	17.78	17.57
All Grades	20.13	22.86	26.01	57.72	63.21	56.41	22.15	13.93	17.58

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.48	18.52	18.57	78.69	77.78	75.71	9.84	3.70	5.71
Grade 4	18.92	20.31	19.05	72.97	71.88	65.08	8.11	7.81	15.87
Grade 5	19.10	18.06	15.15	74.16	76.39	80.30	6.74	5.56	4.55
Grade 6	14.86	17.78	13.51	82.43	78.89	79.73	2.70	3.33	6.76
All Grades	16.44	18.57	16.48	76.85	76.43	75.46	6.71	5.00	8.06

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	38.89	37.14	77.05	53.70	55.71	6.56	7.41	7.14
Grade 4	21.62	21.88	17.46	72.97	64.06	66.67	5.41	14.06	15.87
Grade 5	26.97	31.94	28.79	64.04	52.78	63.64	8.99	15.28	7.58
Grade 6	22.97	20.00	29.73	70.27	73.33	60.81	6.76	6.67	9.46
All Grades	22.48	27.14	28.57	70.47	62.14	61.54	7.05	10.71	9.89

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Conclusions based on this data:

1. Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 70% and 65%%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
2. Meadow Green students continue to exhibit strong performance in comparison to peers in LJSD, LA, OC, and CA.
3. Reading and listening are domain areas that has continued to show as a strength over the past 3 years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54	70	61	54	69	61	54	69	100.0	100.0	98.6
Grade 4	75	64	63	74	64	63	74	64	63	98.7	100.0	100.0
Grade 5	91	72	67	88	72	66	88	72	66	96.7	100.0	98.5
Grade 6	75	92	74	74	89	74	74	89	74	98.7	96.7	100.0
All Grades	302	282	274	297	279	272	297	279	272	98.3	98.9	99.3

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2443.	2457.	2471.	16.39	24.07	44.93	36.07	38.89	27.54	32.79	24.07	13.04	14.75	12.96	14.49
Grade 4	2472.	2494.	2489.	17.57	21.88	22.22	28.38	35.94	28.57	32.43	29.69	38.10	21.62	12.50	11.11
Grade 5	2504.	2514.	2529.	19.32	26.39	28.79	20.45	13.89	24.24	32.95	30.56	25.76	27.27	29.17	21.21
Grade 6	2491.	2545.	2544.	10.81	24.72	22.97	14.86	20.22	29.73	33.78	34.83	28.38	40.54	20.22	18.92
All Grades	N/A	N/A	N/A	16.16	24.37	29.78	24.24	25.81	27.57	33.00	30.47	26.10	26.60	19.35	16.54

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	31.48	43.48	54.10	62.96	46.38	16.39	5.56	10.14
Grade 4	25.68	37.50	26.98	43.24	43.75	50.79	31.08	18.75	22.22
Grade 5	18.18	23.61	25.76	51.14	45.83	54.55	30.68	30.56	19.70
Grade 6	6.76	26.97	22.97	45.95	48.31	54.05	47.30	24.72	22.97
All Grades	19.53	29.39	29.78	48.48	49.46	51.47	31.99	21.15	18.75

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	29.63	42.03	52.46	46.30	43.48	18.03	24.07	14.49
Grade 4	18.92	23.44	22.22	54.05	62.50	57.14	27.03	14.06	20.63
Grade 5	14.77	16.67	30.30	54.55	61.11	48.48	30.68	22.22	21.21
Grade 6	10.81	14.61	17.57	52.70	61.80	63.51	36.49	23.60	18.92
All Grades	17.85	20.07	27.94	53.54	58.78	53.31	28.62	21.15	18.75

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	27.78	44.93	57.38	64.81	39.13	16.39	7.41	15.94
Grade 4	17.57	20.31	23.81	64.86	67.19	61.90	17.57	12.50	14.29
Grade 5	18.18	19.44	18.18	68.18	59.72	69.70	13.64	20.83	12.12
Grade 6	13.51	19.10	18.92	63.51	74.16	64.86	22.97	6.74	16.22
All Grades	18.52	21.15	26.47	63.97	67.03	58.82	17.51	11.83	14.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall, on Math CAASPP assessments, the the percentage of students meeting or exceeding standards has ranged over the past three years between 42% and 57.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math. Students meeting or exceeding standard grew about 7% from 21/22 to 22/23
- Communicating reasoning continues to be a strength area for Meadow Green students.

3. Problem solving / data analysis and concepts and procedures were the domains with the greatest number of students below standard (18.75%).

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	9	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	6	*	*
3	*	*	*	*	*	*	*	*	*	*	4	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.92	29.17	15.79	46.15	20.83	36.84	19.23	41.67	42.11	7.69	8.33	5.26	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.62	16.67	31.58	42.31	50.00	47.37	23.08	29.17	21.05	0.00	4.17	0.00	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	20.83	10.53	34.62	25.00	26.32	34.62	37.50	42.11	11.54	16.67	21.05	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.31	37.50	42.11	57.69	58.33	36.84	0.00	4.17	21.05	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	16.67	31.58	57.69	66.67	63.16	3.85	16.67	5.26	26	24	19

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	20.83	15.79	61.54	58.33	57.89	19.23	20.83	26.32	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.92	29.17	21.05	65.38	54.17	57.89	7.69	16.67	21.05	26	24	19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall, based on the most current data, Meadow Green ELL students are performing at Level 3 or above in the ELPAC assessment, with level 2 being the achievement criteria with the greatest number of students. Due to the small sample size number of students tested (19), results and conclusions should be interpreted with caution.
- Oral language, listening domain is the highest performing sub test area, with 42% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
- Writing is the lowest sub test area, with 21% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys and Thinking Maps/Write from the Beginning programs to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
492	58.5	3.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Meadow Green Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	3.7
Foster Youth		
Homeless	8	1.6
Socioeconomically Disadvantaged	288	58.5
Students with Disabilities	44	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4
Asian	37	7.5
Filipino	8	1.6
Hispanic	342	69.5
Two or More Races	11	2.2
White	82	16.7

Conclusions based on this data:

- The number of SED students has grown to 58.5%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.

2. ELL student numbers remains below 5%. Meadow Green staff continue to strive to support all ELL students with attaining RFEP status.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance. ELA is at level Green & Math is at level Green.
2. Overall suspension rate remains low and at a Green rating.
3. The rate of chronic absenteeism dropped and has a Yellow rating.

School and Student Performance Data

Academic Performance English Language Arts

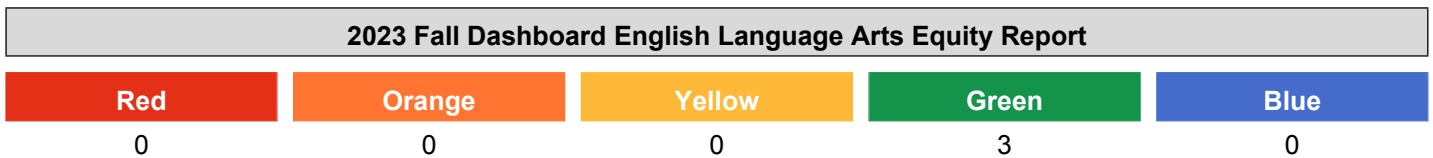
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 38.5 points above standard Maintained -0.9 points 262 Students	English Learners 37.6 points below standard Decreased Significantly -62.9 points 15 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Green 21.9 points above standard Increased +3.9 points 155 Students	Students with Disabilities 76.1 points below standard Decreased Significantly -42.2 points 28 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	91.9 points above standard Increased +4.1 points 17 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 30.2 points above standard Decreased -5.9 points 185 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 41.7 points above standard Increased +8.8 points 45 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 9 Students	41.3 points above standard Maintained +0.5 points 233 Students

Conclusions based on this data:

1. Overall, Meadow Green performance in ELA was at the Green Level on the CA Data Dashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
2. All subgroups with enough enrollment to receive a color rating achieved Green or better in performance.
3. Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed 41.3 points above standard. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

School and Student Performance Data

Academic Performance Mathematics

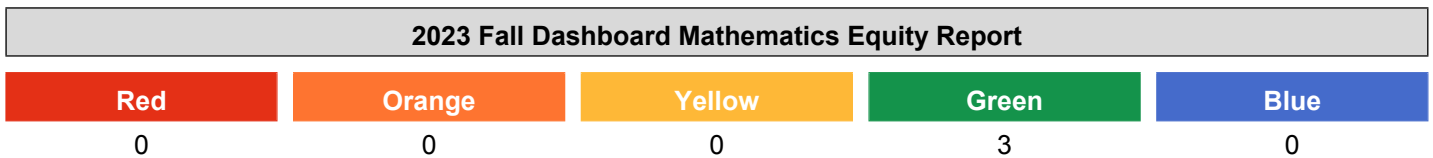
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>10.2 points above standard Increased +10.4 points</p> <p>261 Students</p>	<p>English Learners</p> <p>70 points below standard Decreased Significantly -74.2 points</p> <p>15 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.6 points below standard Increased +10.1 points</p> <p>154 Students</p>	<p>Students with Disabilities</p> <p>93.2 points below standard Decreased Significantly -40.3 points</p> <p>28 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	83.2 points above standard Increased +14.6 points 17 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 points above standard Increased +8.4 points 184 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 9.7 points above standard Increased +9.4 points 45 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 9 Students	13 points above standard Increased +13.1 points 232 Students

Conclusions based on this data:

1. Overall, Meadow Green performance in Math was at the Green Level on the CA Data Dashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed Green or higher
3. Meadow Green did not have enough RFEP or English Learners students take the assessments (less than 11) to receive valid or reliable data. English only students performed 13 points above standard. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
40 points above standard making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	7	0	6

Conclusions based on this data:

- 87% of students maintained or grew an ELPI level. Overall, students were 40 points above standard in making progress towards English language proficiency.
- 13% of students decreased a level.
- Overall, ELL students are not a significant subgroup in number of EL students. Because of the low number of EL students, a performance level is not able to be issued by CDE due to the volatility associated with small subgroup size. Due to the subgroup size data and conclusions from these data should be interpreted with caution.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.5% Chronically Absent Declined Significantly -5 513 Students	English Learners 25.9% Chronically Absent Declined -6.2 27 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Yellow 20.8% Chronically Absent Declined Significantly -9.2 307 Students	Students with Disabilities Orange 24.6% Chronically Absent Declined -1.8 61 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>15.4% Chronically Absent</p> <p>Increased 15.4</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>8.1% Chronically Absent</p> <p>Declined -1.4</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>18.9% Chronically Absent</p> <p>Declined Significantly -7.1</p> <p>359 Students</p>	<p>41.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>13.1% Chronically Absent</p> <p>Declined -5.1</p> <p>84 Students</p>

Conclusions based on this data:

1. The rate of chronic absenteeism declined significantly and was rated Yellow for all students.
2. All subgroups were Yellow or higher except students with disabilities, who are rated as Orange.
3. Students with disabilities rate of chronic absenteeism declined, but was still high enough to be rated as Orange. This rating is one level below the All Students rating (Yellow).

School and Student Performance Data

Conditions & Climate Suspension Rate

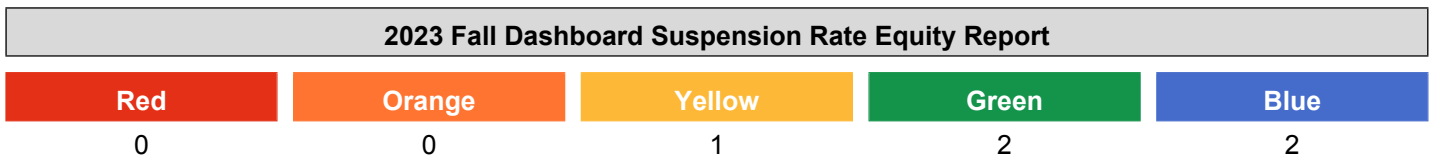
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.8% suspended at least one day Declined -0.9 518 Students	English Learners 3.7% suspended at least one day Increased 3.7 27 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Green 1.3% suspended at least one day Declined Significantly -1.8 312 Students	Students with Disabilities Yellow 4.9% suspended at least one day Declined -2.2 61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Increased 7.1 14 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 37 Students</p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Blue</p> <p>0.6% suspended at least one day</p> <p>Declined Significantly -1.1 362 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">Green</p> <p>1.2% suspended at least one day</p> <p>Declined -2.2 85 Students</p>

Conclusions based on this data:

1. Overall, suspensions remain well below the district, local county, and state level.
2. A green rating was achieved.
3. All subgroups are rated Yellow or higher.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

School Climate and Culture

By June 2025, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, ODR PBIS data, and annual suspension date.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Identified Need

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

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students (If available)	Green	Green or blue (or low)
Percentage of students 2 or more Office Discipline Referrals (ODR) majors in an academic year	2% (as of April 2024)	2% or fewer
Major Behavior of Vandalism Incidents Occurring in Hall Way and Restroom Locations	2 Weekly (as of 04/2024)	Fewer than 1 weekly

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.	All students.	250 Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students for PALs, PBIS,

			restorative practices, or other applicable programs. 50 Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.
1.2	1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.	All students.	
1.3	1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.	All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.	1000 Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate. 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 500 Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program. 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-

			risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
1.4	1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.	All, including low perming subgroups.	500 Title I 5000-5999: Services And Other Operating Expenditures Project Wisdom curriculum, to provide daily messages aligned to LJSD character education program.
1.5	1.5 Great Kindness Week Challenge Participation	All, including low perming subgroups .	250 Title I 4000-4999: Books And Supplies Materials and supplies for great kindness week challenge.
1.6	1.6 Big Buddy Little Buddy Program between the special education preschool, general education TK and K classrooms and regular education upper graders (PAL students).	Students with disabilities	
1.7	1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.	All, including low perming subgroups.	2000 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Assemblies Parent-Teacher Association (PTA) Apex leadership program in Spring
1.8	1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.	All, including low perming subgroups.	3000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors extra time 500 Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above 500 Title I 2000-2999: Classified Personnel Salaries

			Benefits for salaries listed above 5000 Title I 2000-2999: Classified Personnel Salaries Salaries for additional campus supervision by campus supervision aides outside of lunch time hours to support implementation of PBIS systems in hallways and restrooms to support metric / indicator 3 in this goal area.
1.9	1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.	All, including low performing subgroups.	500 Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
1.10	1.10- Monthly Strategic Collaboration w/ Admin and PPS	All, including any low performing sub groups.	Admin and PPS will collaborate and discuss data and wraparound supports for students, specifically targeting any in low performing subgroups.
1.11	1.11- Additional Counseling Support- As available, School will supplement regularly available counseling and psychology services by adding days / hours or intern service.	All, including low performing subgroups.	2000 Title I 1000-1999: Certificated Personnel Salaries Salaries for additional counseling / psychology support.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall, the goal was met. Data indicate that strategies / activities in place to support this area are working effectively.

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

There were no major differences.

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

In 23/24 in this goal area additional counseling supports were added under this goal area, which will be continued in 24/25.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student and Family Engagement- Attendance

By June 2025, Meadow Green will maintain a high level of student and family engagement as measured by SEL screener/assessment, rate of chronic absenteeism, based on the metric/indicators below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

Identified Need

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

Numerous research studies have proven the link between school attendance and engagement and student outcomes. This is also a state and LJSJ priority area.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CoVitality SEL Screener % of students "at-risk"	10%	5% or fewer
Chronic Absenteeism CA Dashboard Indicator	Yellow	Green or Blue
LCAP Survey- Awareness of School Family Engagement Opportunities	Agree/Strongly Agree- 93%	At least 90% or higher
Chronic Absenteeism Rate	17.5	12.5% or lower

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.	All Students	100 Unrestricted 4000-4999: Books And Supplies Materials and supplies 500

			Title I 4000-4999: Books And Supplies Materials to post around campus to promote awareness of the importance of positive attendance.
2.2	2.2 Celebrate 100% attendance daily in classrooms and positive attendance. Recognize these classes during morning announcements.	All Students	
2.3	2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.	All, including low perming subgroups.	
2.4	2.4 SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.	Students with chronic absenteeism - Including low perming subgroups.	
2.5	2.5 Participation in the District Attendance Incentive Program-0 All, including low perming subgroups.	All	
2.6	2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.	All	1000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for extra hours for office staff for clerical and communication support. 1000 Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units. 250 Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.
2.7	2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.	Students with or at-risk for chronic absenteeism. including low perming subgroups.	100 Title I 4000-4999: Books And Supplies Materials and supplies for Saturday Academy
2.8	2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.	Parent Engagement of Tier III Students, including low perming subgroups.	100 Title I 2000-2999: Classified Personnel Salaries Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to

			<p>attend evening family engagement activities. 50 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 250 Title I 1000-1999: Certificated Personnel Salaries Salaries for staff to develop and implement out of school/evening family education/engagement events. 100 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 100 Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.</p>
2.9	2.9- Art and VAPA Education	All, including low perming subgroups.	<p>District Funded 1000-1999: Certificated Personnel Salaries Music teacher will provide weekly music instruction to all students TK-6.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries 5tyh/6th grade students will have the opportunity to receive weekly instruction in band. 3rd and 4th grade recorders</p>
2.10	2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.	All Students, All, including low perming subgroups.	<p>15000 Unrestricted 4000-4999: Books And Supplies Supplies, materials, and equipment to ensure daily operations of the school site.</p>
2.11	2.11- Technology to support engagement for early learning and early literacy and extended learning opportunities.	All Students , All, including low perming subgroups.	<p>4000 Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access</p>

			and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM.
2.12	2.12- Project Lead the Way (PLTW) Launch program will be implemented to support coding and STEM learning	ALL Students, All, including low perming subgroups.	1000 Other 5000-5999: Services And Other Operating Expenditures PLTW Grant used to fund PLTW software program license 7000 Other 5000-5999: Services And Other Operating Expenditures PLTW grant used to fund PLTW launch training for classroom teachers 1000 Title I 1000-1999: Certificated Personnel Salaries Sub release as needed for PLTW training and curriculum development 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above 1000 Title I 4000-4999: Books And Supplies Supplies and materials to implement PLTW Launch program
2.13	Power Source Before and After School- ELOP Program	All, including low perming subgroups. Students from SED subgroup have scholarships available to reduce / eliminate program cost.	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries Salaries for coordinators Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries

			Salaries for teachers (robotics, coding, dance, performing arts, spanish). Extended Learning Opportunity 5800: Professional/Consulting Services And Operating Expenditures Contracts with service providers (sports, art, robotics, coding, cooking, dance)
2.14	2.14- Monthly Strategic Collaboration w/ Admin and PPS	Low Performing Subgroups	Admin and PPS will meet monthly to review data and discuss wraparound supports for students in low performing subgroups

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall the rate of chronic absenteeism dropped and the dashboard rating improved to Yellow. These data indicate overall effectiveness of the strategies / activities in this goal area.

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

There were no major differences.

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

Additional STEM opportunities were added to increase exposure and engagement in STEM. These areas are in the SPSA under this goal in strategies and activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Academic Excellence in English Language Arts and Mathematics

By June 2025, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green or high" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence - Learning for All Students. Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Identified Need

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

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Rating in Math	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
CA Dashboard Rating in ELA.	High	Green or Blue Status (Growth and Status in Distance from Level 3)
CAASPP ELA Baseline	67% of students met or exceeded standard	77% of students will meet or exceed standard
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals. As of January 2024, we have achieved 88% of expected growth in reading and 60% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the iReady program.
CAASPP Math Baseline	57% of students met or exceeded standard	67% of students will meet or exceed standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Students in grades 3-6 will be given a base line iReady assessment three times a year as a progress monitoring tool.	All	
3.2	3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3-5 days per week.	Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%	35000 Title I 1000-1999: Certificated Personnel Salaries Salary for Intervention Support Teacher(s) 3-5 days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis. 2500 Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
3.3	3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.	All	
3.4	3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.	All	500 Title I 1000-1999: Certificated Personnel Salaries Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions. 100 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 500 Title I 1000-1999: Certificated Personnel Salaries Substitute release time for curriculum development and to attend professional development
3.5	3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading	Tier I (All), Tier II (Targeted Intervention),	11340 District Funded

	<p>Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including iReady (K-6), R Lexia (TK-2), Reading Plus (3-6), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.</p>	<p>and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.</p>	<p>5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green. 750 Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers. 3300 Title I 5000-5999: Services And Other Operating Expenditures Site-wide license for Reflex Math 2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Lexia supplemental licenses for phonics intervention</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures iReady Site License for Assessment and Adaptive Lessons 1000 Title I 4000-4999: Books And Supplies Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses. 1000 Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science and other science programs. 3000 Title I 5000-5999: Services And Other Operating Expenditures</p>
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			School-wide license for Flocabulary 1000 Title I 5000-5999: Services And Other Operating Expenditures Spelling Stars Licenses
3.6	3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.	All Students	500 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics. 1000 Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through ACSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related to distance learning and hybrid and/or virtual teaching. 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 1000 Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, discovery science, EDI, and other areas of curriculum development. 250 Title I 2000-2999: Classified Personnel Salaries

			Benefits for salaries listed above.
3.7	3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.	All	10000 Unrestricted 4000-4999: Books And Supplies Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student. 500 Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math
3.11	3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Snyc) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.	All	
3.13	3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.	Tier II and Tier III	8000 District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall goal areas were met and show effectiveness of strategies / activities in this goal area.

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

There were no major differences.

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

Based on analysis of dashboard data (overall and for all subgroups) no changes were made other than increasing performance and rigor of performance expectations.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language Development- ELD

By June 2025, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual ELPAC results and reclassification rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Identified Need

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

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting the criteria for RFEP	42%	50%
Percentage of Students scoring level 3 or 4 on annual summative ELPAC assessments.	52%	62%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.	English Language Learners	19000 District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners. 3000

			District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.
4.2	EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.	English Language Learners	
4.3	EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.	English Language Learners	
4.4	EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.	English Learners	
4.5	EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).	Tier II and Tier III English Learners	
4.6	EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.	English Learners	
4.7	EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.	English Language Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall goal areas were met and show effectiveness of strategies / activities in this goal area.

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

There were no major differences.

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

Based on analysis of dashboard data (overall and for all subgroups) no changes were made other than increasing performance and rigor of performance expectations.

School Site Council Membership

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

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

Name of Members	Role
Matt Cukro- Principal	Principal
Krista Karr- Teacher	Classroom Teacher
Michelle Van der Lee- Teacher-	Classroom Teacher
Jocelyn Bolanos- Teacher-	Classroom Teacher
Darleene Pullen- Classified Staff-	Other School Staff
Rosario Hernandez- Parent/ELAC Rep	Parent or Community Member
Bree Cannon- Parent	Parent or Community Member
Amanda Tamburino- Parent	Parent or Community Member
Maria Gonzalez - Parent	Parent or Community Member
Brittany Emerson- Parent/PTA Representative	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/13/2023.

Attested:



Principal, Matt Cukro on 4/11/2024



SSC Chairperson, Jocelyn Bolanos on 04/11/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023