



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Green Elementary	19647666020192	April 29, 2021	June 14, 2021

Purpose and Description

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

Schoolwide Program

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and 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 (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based.

Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP 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 (34 CFR 200.26[c][2]; and

Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs

whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

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

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at Meadow Green. Over 90% of all stakeholders report that Meadow Green offers a rigorous educational program that prepares students for 21st century college and careers and that Meadow Green provides a safe and positive campus environment.

On the 2021 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 97%
- My student has been provided the necessary technology support: 99%
- School staff is welcoming and supportive- 97%
- School and district have provided consistent and informative updates-95%
- Staff provides a strong core academic program: 96%
- School routinely encourages students and parents to set high goals- 90%
- School provides information about student's academic performance-96%
- School provides academic support- 88%
- School offers opportunities for students to work above grade level if appropriate- 61% (31% responded don't know)
- School provides a balanced academic program-89%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 98%
- School is safe, orderly, and well-disciplined-94%
- Student is happy to go to school-93%
- School rules are enforced consistently with all students- 87% (10% responded don't know)
- Staff provides a high level of service for student/family-94%
- Student receives accurate and timely feedback-90%
- School is friendly, pleasant, respectful, and welcoming- 98%
- Student is provided an appropriate level of academic challenge-94%
- Staff makes parents feel welcome and part of school- 96%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 96%
- I feel comfortable initiating discussion w/ school staff about concerns- 96%
- Principal treats staff, parents, and students w/ respect-96%
- Principal works collaboratively-90%
- Principal communicates clearly- 98%
- Principal assists w/ resolution of parent / student concerns- 86% (10% responded don't know)
- Principal follows through w/ commitments- 92%
- Principal maintains visibility and accessibility-97%
- Principal provides adequate and timely information-98%
- I have access to technology and emails from school- 99%

- Within its capabilities, school provides resources needed for strong educational environment- 95%
- Child has access to needed instructional materials-96%
- School is kept clean- 90%
- Child understands work in reading, math, science, and history- 85%

On the 2021 LCAP staff survey, the following % of respondents agree or strongly agree with the statements below:

- My school has been provided a consistent instructional program: 97%
- Students has been provided the necessary technology support: 97%
- School staff is welcoming and supportive- 100%
- School and district have provided consistent and informative updates- 90%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 96%
- School provides information about student's academic performance-100%
- School provides academic support- 74% (15% responded don't know)
- School offers opportunities for students to work above grade level if appropriate- 75% (22% responded don't know)
- School provides a balanced academic program-90% (7% responded don't know)
- Expectations for behavior are high and students are encouraged to be responsible citizens- 97%
- School is safe, orderly, and well-disciplined- 89%
- Student is happy to go to school-- 94%
- School rules are enforced consistently with all students- 86%
- Staff provides a high level of service for student/family- 96%
- Student receives accurate and timely feedback-75% (25% responded don't know)
- School is friendly, pleasant, respectful, and welcoming- 97%
- Student is provided an appropriate level of academic challenge- 96%
- Staff makes parents feel welcome and part of school- 96%
- Staff makes parents feel comfortable initiating discussion w/ school staff about concerns- 86% (11% responded don't know)
- Principal treats staff, parents, and students w/ respect-93%
- Principal works collaboratively-86%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns-86%
- Principal follows through w/ commitments-90%
- Principal maintains visibility and accessibility- 93%
- Principal provides adequate and timely information-90%
- Feel comfortable in understanding and implementation of CA CCSS- 93%
- Staff regularly reviews data to monitor and improve student progress- 79% (14% responded don't know)
- Meetings are productive, meaningful, and efficient- 65% (25% responded don't know)
- Within its capabilities, school provides resources needed for strong educational environment- 96%
- Students have access to needed instructional materials-96%
- School is kept clean-93%
- ELL students understand work in reading, math, science, and history-65% (35% responded don't know)

Classroom Observations

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

Frequent classroom observations by the site administrator take place at Meadow Green Elementary in the form of informal walkthroughs. These informal walkthroughs take place on a daily basis and each classroom is visited at least once per week. In addition to these informal observations, probationary teachers have at least two formal observations and two formal evaluations each year. All tenured staff have at least two formal observations and one formal evaluation yearly if they have been employed by the district fewer than 10 years, and every other year thereafter.

Evaluations, both formal and informal, are a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students.

The opportunity for teachers to observe one another is also available to staff through coordination with the site administrator and is especially encouraged for new teaching staff. The superintendent and the assistant superintendent of instruction also visit the school site and walk through classrooms a few times each year. The Director of Special Education visits the special education program regularly, providing feedback to both staff and administration.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Meadow Green instructional programs are based on Common Core for grades TK-6. The school uses state and local assessments to measure students' growth. This data is used to guide instructional practices. Teachers in grades Kindergarten through six analyze District benchmark results and use this information to identify and target student needs. Students are assessed regularly through district benchmark tests and ongoing classroom assessments. Students not meeting district criteria are at-risk. At-risk students are targeted and specific interventions are established early in the school year. Benchmarks used for this assessment are District trimester tests as well as the Smarter Balanced test for grades 3-6. Students not meeting criteria on benchmark tests are targeted for intervention and are invited to attend supplemental education classes. Meadow Green also utilizes several computer-assisted programs which have provided valuable data for distance learning.

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

Student progress is tracked on the Illuminate Data System. Teachers use data from District benchmark assessments and classroom assignments to modify instruction as needed. Each teacher submits a formal modification plan based on the results of the District benchmark tests. Grades 3-6 also utilize CAASPP IAB interim assessments to gauge student progress toward grade level CCSS standards. Students also participate in DIBELS assessments 3 times per year to measure growth and progress. Data is also available from Reading Plus, Lexia, ST Math, and MobyMax regarding student academic needs and academic progress. This data has been particularly valuable with the need for distance learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Meadow Green staff are highly qualified.

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

All teachers at Meadow Green are credentialed and there is ongoing professional development and PLC meetings. 100% of teachers and students have daily access to adopted materials, which are approved by CDE and adopted by the LJSB Board of Trustees.

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

Currently, staff development is focused on the implementation of Thinking Maps, Studies Weekly, A2I, and the implementation of technology to support teaching and learning. Other site practices with professional development include Reading Plus, Lexia, ST-Math, and PBIS. Several early release days are utilized throughout the year for staff PLC. The topic schedule for 2020/21 is as follows:

September 23- Using MobyMax to address learning gaps / Hybrid Learning Technology Zoom

October 7- Utilizing the new ST Math program webinar

Jan 6- Site PLC/ collaboration

Feb 24- Site PLC / collaboration

March 3- A2i & CAASPP preparedness resource collaboration

April 7- CAASPP administration training & A2i

May 5- End of year data analysis / reflection & A2i

In addition, district-wide instructional team planning and professional development is also provided. This includes two grade level collaboration days led by the Assistant Superintendent of Education Services and the Director of Curriculum and Instruction, as well as the following professional development:

August 13- Google Sites & Google Classroom for distance learning

October 12- Go Guardian & IPEVO camera technology integration for distance learning

April 10- Thinking Maps & Wellness

Meadow Green is also in process of training all staff in restorative practices through OCDE to support the PBIS program. These trainings are limited due to COVID and additional training will most likely need to take place during the 2021/22 school year. Several staff members are planning to participate in Responsive Classroom training during Summer 2021, to assist with the implementation of morning meetings and to embed SEL in classrooms.

A scope and sequence will be developed for 2021/22 upon the release of the early release calendar, and based on district and site initiatives and needs.

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

Meadow Green currently has teachers working in the following roles: one intervention teacher, 3 part time STEAM coordinators, and 1 teacher on the district technology team. The school district provides access and support from three Teachers on Special Assignment (TOSAs). One teacher also serves as the intervention coordinator.

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

Each grade level team meets weekly to plan and implement a challenging and rigorous curriculum. In addition to planning together at the school site, they will meet in District wide grade level teams throughout the school year to plan and collaborate. Teachers also collaborate and plan during Music and PE time. Teachers are also provided release time throughout the year to collaborate and develop curriculum as a grade level at the school site and as district-wide grade level teams. Through our SPSA, teachers will be provided an additional release day to develop curriculum utilizing the new Thinking Map and Studies Weekly programs. For distance learning, time is also provided in the afternoons and on Wednesdays.

Teaching and Learning

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

District-approved curriculum materials are utilized for core instruction, which are aligned to CCSS and approved by CDE. All core programs are adopted by the LJSD Board of Trustees.

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

All classrooms meet or exceed the state guidelines for required instructional minutes for reading/language arts and mathematics.

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

Lesson pacing and master schedules are flexible and allow for sufficient intervention time. Ten minutes of each teaching period is devoted to a focus group for reteaching and reinforcing standards. The RSP program at Meadow Green works on a push-in model in the mornings and pull-out model in the afternoon. The RSP program assists in remediation and intervention of under performing students. Intervention is provided during the school-day with a credentialed teacher. ELD support is also provided to English Language Learners.

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

All students and classrooms have access to district-adopted core materials and programs. Meadow Green also provides many supplemental programs to promote academic achievement.

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

Meadow Green uses SBE-adopted, standards-aligned instructional and intervention materials.

Opportunity and Equal Educational Access

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

Lexia Core 5, Reading Plus, and ST Math are Common Core aligned programs that are available to all under-performing students in an effort to help them meet standards in ELA and Mathematics. In addition, teachers work with under-performing students in focus groups to reteach lessons and concepts when necessary. Intervention is also provided to tier III students in need of support in small groups three days per week. Before and after school intervention is offered to tier III students, as well.

Evidence-based educational practices to raise student achievement

Meadow Green teachers incorporate Explicit Direct Instruction in classrooms daily as a means to raise student achievement. In addition, GLAD and Thinking Maps support learning for all students in the classroom. PBIS, Restorative Practices, SEL, and PALs support a positive campus climate, which enhances academic achievement. Research based effective teaching strategies from publications such as "Classroom Instruction that Works" are utilized. Supplemental intervention programs include Lexa Core 5 and ST Math.

Parental Engagement

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

After-school intervention classes are offered to under-achieving students two days a week. Several computer programs are made available online to assist under-achieving students. These programs may be used at home to further assist under-achieving students. Multiple parent education nights have been held to assist and inform parents in the areas of ELA and mathematics. Meadow Green provides family education/engagement events throughout the year that focus on educationally beneficial topics, designed to assist all students and families, including those who may be under achieving.

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

School Site Council, DLAC, annual surveys, LCAP meetings. A teacher sub committee also assists with recommendations for SPSA Goals/Strategies / Activities.

Funding

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

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title I, LCAP Supplemental Grant Funds, Title III funds, School Donation Funds, and PTA donations.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meadow Green School Site Council nominations and elections were conducted in August 2020. The School Site Council, consisting of parents and staff met to review needs-assessment on September 14, 2020. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2020/21 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 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, 2020 and during PTA meetings, which took place in August 2020,-May 2021. 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.

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. The sub advisory committee met on September 30, 2020 to review potential actions/services within the 2020/21 Title I budget allocation. SSC will convene in Fall of 2021 to amend the Title I budget if needed based on the allocation at that time.

Due to a realignment of the district LCAP timeline, LJSD schools are adopting 2021/22 SPSAs in Spring of 2021 in preparation for the 2021/22 school year. The MG SSC met and approved the 2021/22 SPSA plan on April 29, 2021 based on data reviewed previously in the year and updated data reviewed at that meeting.

Resource Inequities

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

Not applicable, no inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.73%	1.33%	1.8%	9	7	9
Asian	6.53%	7.05%	6.5%	34	37	33
Filipino	1.92%	1.52%	2.0%	10	8	10
Hispanic/Latino	70.63%	70.67%	72.3%	368	371	366
Pacific Islander	%	0%	%		0	
White	16.31%	17.14%	15.2%	85	90	77
Multiple/No Response	%	0%	2.2%		12	11
Total Enrollment				521	525	506

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	77	89	74
Grade 1	65	59	70
Grade 2	79	55	60
Grade3	79	76	60
Grade 4	74	91	76
Grade 5	77	76	90
Grade 6	70	79	76
Total Enrollment	521	525	506

Conclusions based on this data:

1. Meadow Green enrollment continues to range between 500-550 students.
2. Meadow Green has seen an overall increase in enrollment throughout the past 5 years. 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. The percentage of students in the Asian subgroup has grown over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	31	25	7.7%	5.9%	4.9%
Fluent English Proficient (FEP)	28	33	33	5.4%	6.3%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	10	6	0.0%	25.0%	19.4%

Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2020/21.
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 LJSJ Illuminate system.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	69	80	75	68	78	75	68	78	100	98.6	97.5
Grade 4	63	75	77	63	75	77	63	75	77	100	100	100
Grade 5	68	65	76	68	65	76	68	64	76	100	100	100
Grade 6	72	72	69	72	72	68	72	72	68	100	100	98.6
All	278	281	302	278	280	299	278	279	299	100	99.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2460.	2458.	2479.	36.00	33.82	44.87	30.67	29.41	32.05	20.00	25.00	16.67	13.33	11.76	6.41
Grade 4	2498.	2522.	2501.	42.86	40.00	37.66	17.46	36.00	25.97	19.05	18.67	22.08	20.63	5.33	14.29
Grade 5	2571.	2550.	2572.	41.18	35.94	44.74	41.18	35.94	32.89	13.24	15.63	18.42	4.41	12.50	3.95
Grade 6	2593.	2583.	2585.	38.89	34.72	39.71	47.22	43.06	36.76	9.72	16.67	19.12	4.17	5.56	4.41
All Grades	N/A	N/A	N/A	39.57	36.20	41.81	34.53	36.20	31.77	15.47	19.00	19.06	10.43	8.60	7.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	27.94	42.31	45.33	57.35	52.56	14.67	14.71	5.13
Grade 4	38.10	38.67	40.26	44.44	58.67	46.75	17.46	2.67	12.99
Grade 5	42.65	43.75	50.00	51.47	42.19	44.74	5.88	14.06	5.26
Grade 6	43.06	43.06	38.24	51.39	45.83	52.94	5.56	11.11	8.82
All Grades	41.01	38.35	42.81	48.20	51.25	49.16	10.79	10.39	8.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.33	32.35	29.49	56.00	54.41	60.26	14.67	13.24	10.26
Grade 4	38.10	33.33	24.68	42.86	58.67	62.34	19.05	8.00	12.99
Grade 5	67.65	45.31	48.68	27.94	40.63	43.42	4.41	14.06	7.89
Grade 6	47.22	43.06	32.35	45.83	43.06	52.94	6.94	13.89	14.71
All Grades	45.32	38.35	33.78	43.53	49.46	54.85	11.15	12.19	11.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.33	27.94	29.49	57.33	67.65	66.67	13.33	4.41	3.85
Grade 4	31.75	36.00	28.57	52.38	58.67	61.04	15.87	5.33	10.39
Grade 5	33.82	31.25	46.05	61.76	57.81	46.05	4.41	10.94	7.89
Grade 6	37.50	37.50	50.00	55.56	58.33	47.06	6.94	4.17	2.94
All Grades	33.09	33.33	38.13	56.83	60.57	55.52	10.07	6.09	6.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.00	38.24	47.44	50.67	44.12	44.87	13.33	17.65	7.69
Grade 4	33.33	32.00	36.36	47.62	64.00	46.75	19.05	4.00	16.88
Grade 5	39.71	46.88	50.00	55.88	39.06	44.74	4.41	14.06	5.26
Grade 6	51.39	51.39	44.12	43.06	43.06	51.47	5.56	5.56	4.41
All Grades	40.29	41.94	44.48	49.28	48.03	46.82	10.43	10.04	8.70

Conclusions based on this data:

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 72.4%. 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.
- Meadow Green students demonstrated a 1% point improvement in listening standards from the 2017/18 to 2018/19 CAASPP assessments. Meadow Green teachers will continue to utilize EDI strategies in classrooms, which encourage active student participation and frequent opportunities for student academic discourse in Meadow Green classrooms.
- In reading and writing claim areas, Meadow Green students continue to exhibit about a 90% rate at, near, or above standard. Meadow Green will continue to employ practices and programs, including EDI, Journeys/StudySync, Lexia, Reading Plus, Thinking Maps, and GLAD to support high level achievement by all students in reading and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	69	80	75	68	78	75	68	78	100	98.6	97.5
Grade 4	63	74	77	63	74	77	63	74	77	100	100	100
Grade 5	68	65	76	68	65	76	68	65	76	100	100	100
Grade 6	72	72	69	72	72	68	72	72	68	100	100	98.6
All	278	280	302	278	279	299	278	279	299	100	99.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.	2460.	2471.	28.00	29.41	32.05	44.00	33.82	39.74	22.67	27.94	21.79	5.33	8.82	6.41
Grade 4	2484.	2499.	2485.	31.75	29.73	20.78	23.81	27.03	32.47	22.22	35.14	25.97	22.22	8.11	20.78
Grade 5	2556.	2537.	2562.	39.71	36.92	42.11	23.53	23.08	21.05	27.94	15.38	30.26	8.82	24.62	6.58
Grade 6	2589.	2572.	2574.	41.67	40.28	41.18	29.17	22.22	17.65	19.44	23.61	23.53	9.72	13.89	17.65
All Grades	N/A	N/A	N/A	35.25	34.05	33.78	30.58	26.52	28.09	23.02	25.81	25.42	11.15	13.62	12.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.33	39.71	39.74	44.00	45.59	44.87	10.67	14.71	15.38
Grade 4	41.27	37.84	37.66	31.75	35.14	29.87	26.98	27.03	32.47
Grade 5	45.59	43.08	55.26	41.18	30.77	31.58	13.24	26.15	13.16
Grade 6	55.56	50.00	48.53	29.17	30.56	27.94	15.28	19.44	23.53
All Grades	47.12	42.65	45.15	36.69	35.48	33.78	16.19	21.86	21.07

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	32.35	33.33	49.33	50.00	58.97	10.67	17.65	7.69
Grade 4	26.98	33.78	29.87	42.86	51.35	40.26	30.16	14.86	29.87
Grade 5	36.76	33.85	38.16	52.94	36.92	50.00	10.29	29.23	11.84
Grade 6	36.11	29.17	39.71	48.61	58.33	41.18	15.28	12.50	19.12
All Grades	35.25	32.26	35.12	48.56	49.46	47.83	16.19	18.28	17.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.00	42.65	46.15	57.33	44.12	46.15	6.67	13.24	7.69
Grade 4	39.68	35.14	29.87	36.51	45.95	46.75	23.81	18.92	23.38
Grade 5	35.29	38.46	39.47	54.41	33.85	51.32	10.29	27.69	9.21
Grade 6	40.28	45.83	35.29	45.83	34.72	38.24	13.89	19.44	26.47
All Grades	37.77	40.50	37.79	48.92	39.78	45.82	13.31	19.71	16.39

Conclusions based on this data:

1. Overall, on Math CAASPP assessments, the the percentage of students meeting of exceeding standards has ranged over the past three years between 60.57.1% and 68.5%. 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.
2. Meadow Green students demonstrated a 3% point growth in communicating reasoning standards from the 2017/18 to 2017/18 CAASPP assessments. Meadow Green classrooms will emphasize written and verbal communication and justification of mathematical conclusions, which targets student growth in this area.
3. Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green. Meadow Green staff will participation in professional development on the ST-Math program, with an emphasis on utilizing program data to target student needs and connecting what students do in ST Math to our CORE Go Math curriculum.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1448.2	1437.7	1445.1	1444.6	1455.4	1421.3	12	11
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
All Grades							28	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	63.64	*	9.09	*	9.09	12	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	42.86	15.63	39.29	65.63	*	12.50	*	6.25	28	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	36.36	*	36.36	*	9.09	*	18.18	12	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	57.14	31.25	*	53.13	*	6.25	*	9.38	28	32

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09		81.82	*	9.09		0.00	12	11
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
All Grades	39.29	9.38	*	62.50	*	25.00	*	3.13	28	32

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	27.27	*	63.64		9.09	12	11	
All Grades	67.86	40.63	*	50.00		9.38	28	32	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	36.36	*	45.45	*	18.18	12	11	
2	*	*	*	*	*	*	*	*	
All Grades	60.71	34.38	*	59.38	*	6.25	28	32	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	0.00	*	100.00		0.00	12	11	
All Grades	42.86	6.25	50.00	81.25	*	12.50	28	32	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	54.55	*	36.36	*	9.09	12	11	
All Grades	42.86	43.75	50.00	50.00	*	6.25	28	32	

Conclusions based on this data:

- Overall, all Meadow Green students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.

2. Oral language, listening, and speaking domains are the highest performing sub test areas, with over 60% 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.
3. Writing is the lowest sub test area, with 39% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys program 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

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
525	44.0	5.9	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	5.9
Foster Youth	3	0.6
Homeless	20	3.8
Socioeconomically Disadvantaged	231	44.0
Students with Disabilities	40	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
Asian	37	7.0
Filipino	8	1.5
Hispanic	371	70.7
Two or More Races	12	2.3
White	90	17.1

Conclusions based on this data:

1. The number of SED students has grown to 44%, 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 10%.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	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.
2. Overall suspension rate remains low and in the green rating.
3. The rate of chronic absenteeism grew, but remains under the state and local average for elementary schools.

School and Student Performance Data

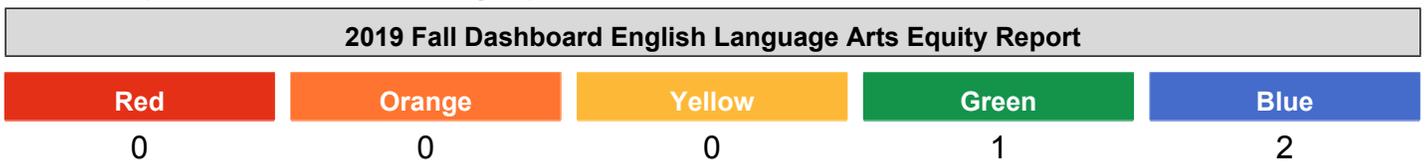
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>54.1 points above standard</p> <p>Increased ++9.8 points</p> <p>287</p>	<p>English Learners</p> <p>No Performance Color</p> <p>34.5 points above standard</p> <p>Increased Significantly ++20.6 points</p> <p>34</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>38.9 points above standard</p> <p>Increased Significantly ++25.4 points</p> <p>127</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>1.2 points below standard</p> <p>Increased Significantly ++43.8 points</p> <p>25</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 77.8 points above standard Increased Significantly ++60.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.8 points above standard Increased ++10.6 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 64.7 points above standard Declined -8.4 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
25.6 points below standard 14	76.5 points above standard Increased Significantly ++34.7 points 20	56.5 points above standard Increased ++9.3 points 246

Conclusions based on this data:

- Overall, Meadow Green performance in ELA was at the Blue, or Very High Level on the CA DataDashboard. 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.
- All subgroups are green or better in performance.
- Reclassified English Learner students performed in the "high range." 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 in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

School and Student Performance Data

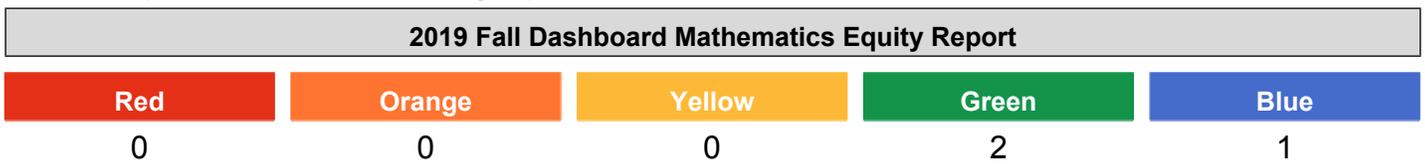
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>25.7 points above standard</p> <p>Increased ++8.1 points</p> <p>287</p>	<p>English Learners</p> <p>No Performance Color</p> <p>13.3 points above standard</p> <p>Increased ++6.1 points</p> <p>34</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>12.4 points above standard</p> <p>Increased Significantly</p> <p>++24.6 points</p> <p>127</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>39.6 points below standard</p> <p>Increased Significantly</p> <p>++24.9 points</p> <p>25</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 66.6 points above standard Increased Significantly ++51.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 16.5 points above standard Increased ++7.7 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 42.8 points above standard Declined -7.8 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
16.9 points below standard 14	34.4 points above standard Increased ++10.4 points 20	26.5 points above standard Increased ++8.3 points 246

Conclusions based on this data:

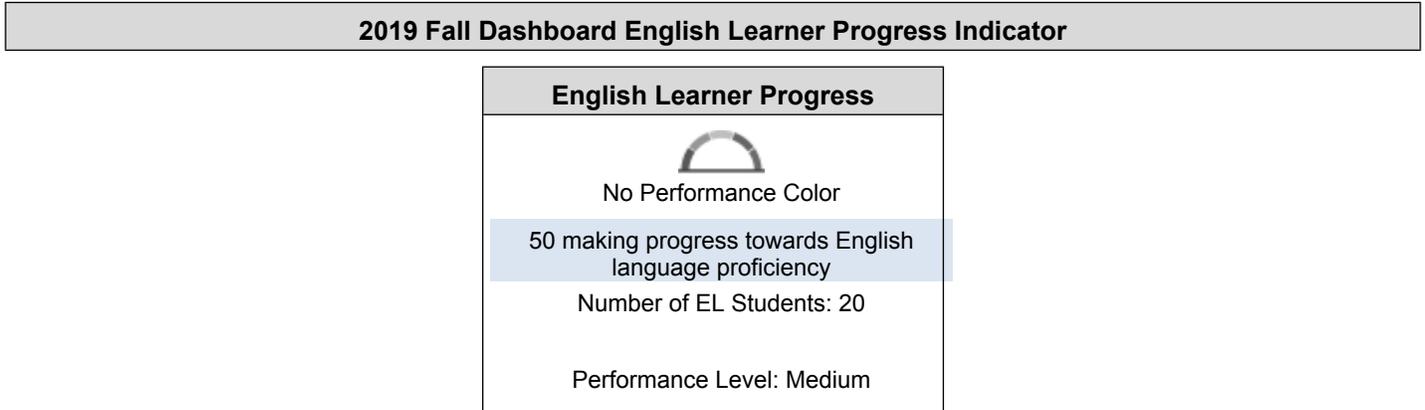
1. Overall, Meadow Green performance in Math was at the Green, or High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed in the blue or green range.
3. Reclassified English Learner students performed in the "high range." 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 in the high range. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



Conclusions based on this data:

1. The highest category of performance level for Meadow Green ELL students is at the highest level, Well Developed; 42.9%
2. The second highest category of performance is the second highest level of achievement, Moderately Developed; 39.3%.
3. Overall, 82.2% of Meadow Green ELL students are performing in the highest performance bands on the ELPAC assessment.

School and Student Performance Data

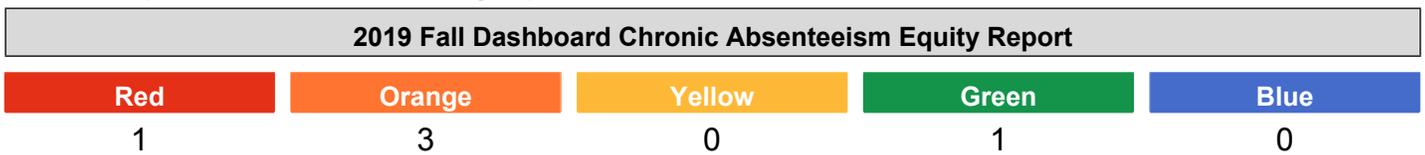
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 8.7 Increased +2.9 551	<p>English Learners</p> Green 9.5 Declined -7.1 42	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> No Performance Color 7.1 Declined -6.5 14	<p>Socioeconomically Disadvantaged</p> Red 15.3 Increased Significantly +5.2 236	<p>Students with Disabilities</p> Orange 17 Increased +4 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.9 Declined -1 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased Significantly +3.3 389	 No Performance Color 5.6 Declined -1.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.7 Increased +1.5 89

Conclusions based on this data:

- The rate of chronic absenteeism grew slightly, but remains below the state and local county averages.
- The SPSA contains an engagement goal to address this area of need both overall and for all subgroups performing at orange or red.

School and Student Performance Data

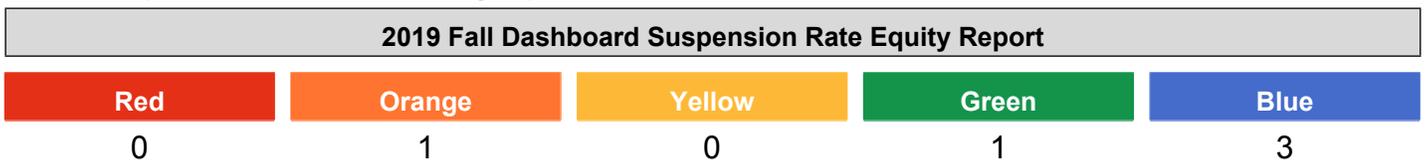
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



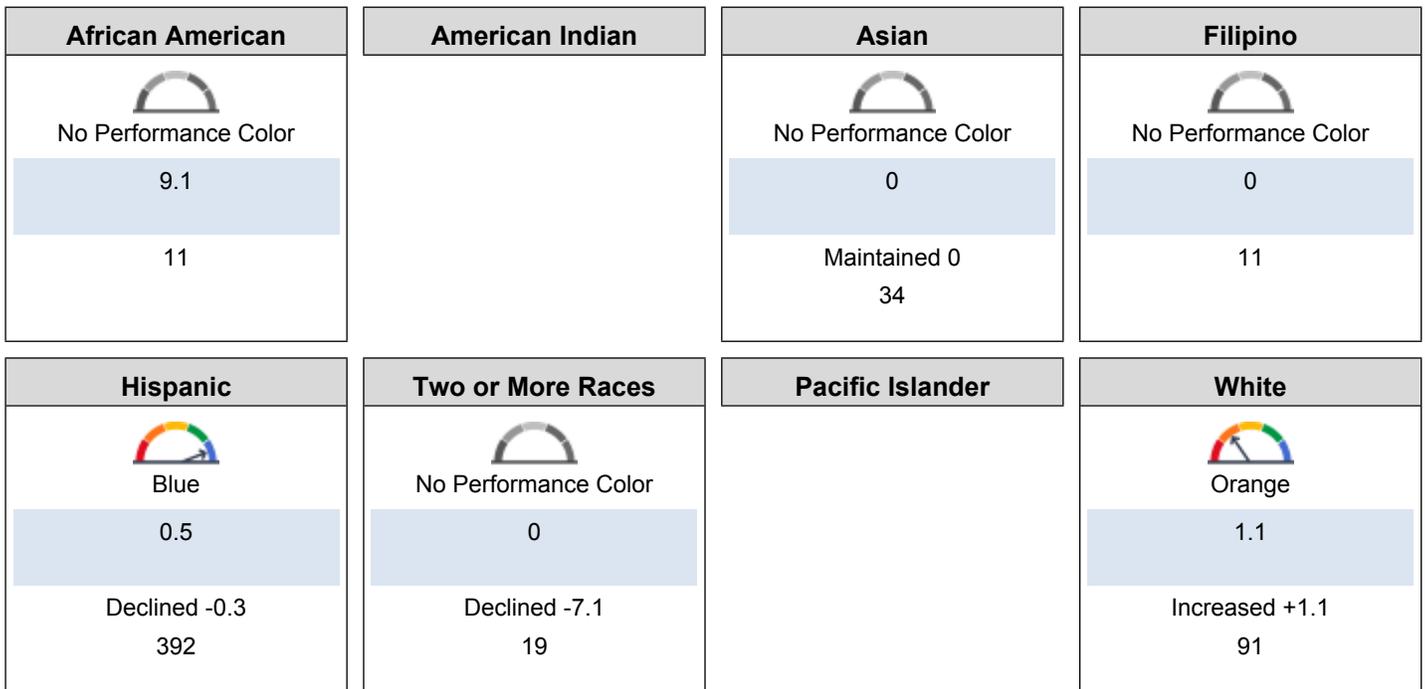
This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7</p> <p>Maintained -0.1</p> <p>558</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Declined -4.3</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.4</p> <p>Declined -0.6</p> <p>239</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.1</p> <p>Declined -4.4</p> <p>47</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.3	0.8	0.7

Conclusions based on this data:

1. Overall, suspensions remain well below the district, local county, and state level.
2. A green overall rating was achieved.
3. All significant subgroups are at green or better. The suspension rate dropped for students with disabilities in the past year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture.

LEA/LCAP Goal

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.

Goal 1

By June 2022, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, ODR PBIS data, and annual suspension date.

Identified Need

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

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
Annual parent survey data regarding student happiness attending school	90%	90% or higher
Annual suspension rate	0.7	Less than 1%
Percentage of students 1 or more Office Discipline Referrals (ODR) majors in an academic year	3%	2% or fewer

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students.
500	Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.

Strategy/Activity

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	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.
2000	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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Project Wisdom curriculum, to provide daily messages aligned to LJSD character education program.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Great Kindness Week Challenge Participation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

250

Source(s)

Donations
4000-4999: Books And Supplies
Materials and supplies for great kindness week challenge.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1800

Source(s)

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And
Operating Expenditures
Character Ed Assemblies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Unrestricted
2000-2999: Classified Personnel Salaries
Salaries for campus supervisors

500

Unrestricted
3000-3999: Employee Benefits
Benefits for salaries listed above

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
15000	Title I 5000-5999: Services And Other Operating Expenditures Recess Coach to support active and hands-on activities and reduce office discipline referrals from less structured settings.

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Our continued goal is to maintain a green or better rating in the CDE established criteria for school climate. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

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

Strategies / activities were adapted where possible to fit distance and hybrid learning model in 2020/21.

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.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Engagement- Attendance

LEA/LCAP Goal

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.

Goal 2

By June 2022, Meadow Green will maintain a high level of students and family engagement as measured by our cumulative average daily attendance rate and rate of chronic absenteeism. .

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	96.6%	97% or above
Chronic Absenteeism CA Dashboard Indicator- All students, SWD, Hispanic, White (if available)	Orange (2018/19)	Green or Blue
Chronic Absenteeism CA Dashboard Indicator- SED (if available)	Red	Green or Blue
Chronic Absenteeism Rate	5.7%	5% or below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

100

Unrestricted
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism

Strategy/Activity

2.4 A 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.5 Participation in the District Attendance Incentive Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

3000

Unrestricted
2000-2999: Classified Personnel Salaries

	Salaries for extra hours for office staff for clerical and communication support.
3000	Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units.
500	Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with or at-risk for chronic absenteeism.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Materials and supplies for Saturday Academy

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement of Tier III Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
50	Title I 2000-2999: Classified Personnel Salaries

	Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to 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.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.9- Art and VAPA Education

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5000

Source(s)

Donations
5800: Professional/Consulting Services And Operating Expenditures
Art consultant will assist teachers with providing art instruction at least two times per trimester.

District Funded
1000-1999: Certificated Personnel Salaries
Music teacher will provide weekly music instruction to all students TK-6.

District Funded
1000-1999: Certificated Personnel Salaries

6th grade students will have the opportunity to receive weekly instruction in band.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Supplies, materials, and equipment to ensure daily operations of the school site.

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Overall, we met our goal and all benchmarks. Our continued goal is to maintain a green or better rating in the CDE established criteria for attendance/engagement. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

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

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

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.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence in English Language Arts and Mathematics

LEA/LCAP Goal

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.

Goal 3

By June 2022, 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" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2021 California School Dashboard Rating in Math (if available)	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
Fall 2021 California School Dashboard Rating in ELA (if available)	Blue	Green or Blue Status (Growth and Status in Distance from Level 3)
2021 CAASPP ELA Baseline	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.
Reading Plus 2020/21 Benchmarks	School-wide reading level growth of 1.5 GLE in 2020/21	School-wide reading level gain of 1.5 GLE or higher by end of year benchmark
2021 CAASPP Math Baseline	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.1 Students in grades 3-6 will be given a base line DIBELS reading assessment three times a year as a progress monitoring tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%

Strategy/Activity

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 days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

25000

Title I
1000-1999: Certificated Personnel Salaries
Salary for Intervention Support Teacher(s) three 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.

2000

Title I
3000-3999: Employee Benefits
Benefits for salaries listed above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

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.

Title I
1000-1999: Certificated Personnel Salaries

Substitute release time for curriculum development and to attend professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.

Strategy/Activity

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading 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 Lexia (TK-2), Reading Plus (3-6), Accelerated Reader (TK-2), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

4200

Donations
5000-5999: Services And Other Operating Expenditures
ST Math School License

750

Title I
5000-5999: Services And Other Operating Expenditures
Reading A-Z licenses for kindergarten teachers.

District Funded
5000-5999: Services And Other Operating Expenditures
Lexia Licenses K-2

Title I
5800: Professional/Consulting Services And Operating Expenditures
School-wide Reading Plus site license.

2500

Title I
5800: Professional/Consulting Services And Operating Expenditures
Accelerated Reader Licenses and hosting (TK-2).

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.
2500	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Flocabulary
11340	District Funded 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.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Site wide MobyMax License.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2000

Source(s)

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.

2000	<p>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.</p>
250	<p>Title I 3000-3999: Employee Benefits Benefits for salaries listed above.</p>
2000	<p>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, and A2I, as well as distance learning, virtual and hybrid teaching.</p>
250	<p>Title I 2000-2999: Classified Personnel Salaries Benefits for salaries listed above.</p>

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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.
1000	Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II and Tier III

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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8000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
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1000	District Funded 2000-2999: Classified Personnel Salaries
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	LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a laser focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Overall, we met our goal and all benchmarks. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

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

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

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.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development- ELD

LEA/LCAP Goal

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.

Goal 4

By June 2022, 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, reclassification rate, and CAASPP results.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Language Learner students meeting or exceeding standards on ELA CAASPP assessment.	38%	48%
Percentage of Students scoring level 3 or 4 on annual ELPAC assessments.	87.2%	90%
Percentage of students meeting the criteria for RFEP	25%	35%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II and Tier III English Learners

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Please see goal #3, academic excellence for strategies and activities that contribute to academic achievement. In addition to those, we provide specific ELD support to English Learners, which are outlined in this goal area. Overall, we met our goal and all benchmarks. Some strategies may not be feasible to implement during distance distance learning and/or in-person hybrid, depending on health department guidance, and the school will implement to the greatest extent possible.

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

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

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.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon drafting the SPSA for 2020/21, SSC will consider whether additional metrics are required in this area.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$154,440.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$64,250.00

Subtotal of additional federal funds included for this school: \$64,250.00

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

State or Local Programs	Allocation (\$)
District Funded	\$43,340.00
Donations	\$9,950.00
Parent-Teacher Association (PTA)	\$1,800.00
Unrestricted	\$35,100.00

Subtotal of state or local funds included for this school: \$90,190.00

Total of federal, state, and/or local funds for this school: \$154,440.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	62602	-1,648.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	43,340.00
Donations	9,950.00
Parent-Teacher Association (PTA)	1,800.00
Title I	64,250.00
Unrestricted	35,100.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,750.00
2000-2999: Classified Personnel Salaries	26,300.00
3000-3999: Employee Benefits	7,750.00
4000-4999: Books And Supplies	31,950.00
5000-5999: Services And Other Operating Expenditures	37,390.00
5800: Professional/Consulting Services And Operating Expenditures	11,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	8,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00

3000-3999: Employee Benefits	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,340.00
4000-4999: Books And Supplies	Donations	750.00
5000-5999: Services And Other Operating Expenditures	Donations	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	31,750.00
2000-2999: Classified Personnel Salaries	Title I	300.00
3000-3999: Employee Benefits	Title I	2,750.00
4000-4999: Books And Supplies	Title I	3,100.00
5000-5999: Services And Other Operating Expenditures	Title I	21,850.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	6,000.00
3000-3999: Employee Benefits	Unrestricted	1,000.00
4000-4999: Books And Supplies	Unrestricted	28,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,800.00
Goal 2	27,250.00
Goal 3	77,390.00
Goal 4	22,000.00

School Site Council Membership

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

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

Name of Members	Role
Matt Cukro- Principal	Principal
Krista Karr- Teacher	Classroom Teacher
Michelle Van der Lee- Teacher- Chairperson	Classroom Teacher
Amanda Evenson- Teacher- Vice Chairperson	Classroom Teacher
Darleene Pullen- Classified Staff-	Other School Staff
Edna Tristian- Parent	Parent or Community Member
Patricia Garcia - EL Parent	Parent or Community Member
Esther Ota- Grandparent- Historian / SSC Clerk	Parent or Community Member
Maria Gonzalez - Parent	Parent or Community Member
Courtney Rivera- 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 04/29/2021.

Attested:



Principal, Matt Cukro on 4/29/2021



SSC Chairperson, Michelle Van der Lee on 04/29/2021

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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