



School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Park Elementary School	30-73650-6106850	05/12/2022	06/2022

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 Impact that Stakeholder Engagement had on the process

Meadow Park shared information with our Leadership Team who worked within their grade level PLC groups. Much of the data used was based on the feedback of the Hanover Survey that every student, staff member, and parent had the opportunity to complete. The school worked with reports on iLead and reports on the CA dashboard for the planning process of SPSA.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 9th, 2022

Attested:

Brooke Taketani

Typed Name of School Principal

Signature of School Principal

Date

James Haley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brooke Taketani	1				
Annie Wallin				1	
Jody Bullard				1	
Thomas Haley				1	
Shianne Ali				1	
Brooke Taketani		1			
Jaime Charrette		1			
Katy Leber		1			
Elizabeth Sulack		1			
Kristy Campbell		1			
Numbers of members of each category	1	5		4	
(Totals of Group A and Group B must equal)	Total Group A: 6			Total Group B: 4	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

- Site has chosen to combine SSC and ELAC using the above guidelines.**
OR
 Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$110,541.00	103,654.77
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$55,157.00	52,067
Lottery Funds Purpose: Purchase site instructional materials	\$5,760.00	5,000
Total amount of state categorical funds allocated to this school	\$171,458	160,721.77
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$126,009.00	100,513.60
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$16,157.06	15,022.14
Total amount of federal categorical funds allocated to this school	\$142,166.06	115,535.74
Total amount of state and federal categorical funds allocated to this school	\$313,624.06	\$276,257.51

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Meadow Park staff members will collaborate to improve reading achievement for all learners in all grade levels. This collaborative effort will focus on the collaboration not just amongst the grade level but also amongst grade levels to provide that consistency.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ol style="list-style-type: none"> 1. CA Dashboard 2. Teacher PLC Time 3. District Wide Assessments 4. Common Formative Assessments 5. Teacher Reporting 	<p>Information analyzed 1x per year Teachers meeting formally as a grade level 1x per month and during release time Information analyzed 2x per year Ongoing Through PLC meetings, selected staff meetings, and SST Meetings</p>	<ol style="list-style-type: none"> 1. Analyze 1x per year and use the data to help drive instruction throughout the school year. This data is a starting point for later formative and summative assessments. 2. This time is valuable and although we were not able to provide the release time as in the past, by allowing the teachers to work with their PLC times, restructuring PE release time, and attempting to shorten staff meetings to allow more collaboration. 3. Information analyzed at least 2x per year by MTSS Team, Intervention Team 4. Given throughout the year 5. Ongoing in staff meetings, grade level meetings, intervention meetings, SST meetings, summation days, and when appropriate Staff Development

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

The Meadow Park staff members will collaborate to improve Math Scores for all learners.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ol style="list-style-type: none"> 1. CA Dashboard 2. Teacher PLC Time 3. District Wide Assessments 4. Common Formative Assessments 5. Teacher Reporting 	<p>Information analyzed 1x per year Teachers meeting formally as a grade level 1x per month and during release time Information analyzed 2x per year Ongoing Through PLC meetings, selected staff meetings, and SST Meetings</p>	<ol style="list-style-type: none"> 1. Analyze 1x per year and use the data to help drive instruction throughout the school year. This data is a starting point for later formative and summative assessments. 2. This time is valuable and although we were not able to provide the release time as in the past, by allowing the teachers to work with their PLC times, restructuring PE release time, and attempting to shorten staff meetings to allow more collaboration. 3. Information analyzed at least 2x per year by MTSS Team, Intervention Team 4. Given throughout the year 5. Ongoing in staff meetings, grade level meetings, intervention meetings, SST meetings, summation days, and when appropriate Staff Development

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

We will continue the implementation of PBIS and strengthen Tier 1, Tier 2, and Tier 3 interventions by supporting teachers and all support staff. By strengthening both our MTSS and PBIS Team we will work more efficiently and effectively meeting the social and emotional needs of our students. Teachers and staff will model the ROPES (Responsible, On Time and Ready, Positive Attitude, Expect Respect, and Safety First). We will work with the staff and school community to reduce the number of incidents in the classroom and all other locations during the school day. These efforts will maximize the learning environments for all students. Through training in PBIS, Calm Classroom, and Second Step, staff will establish a positive school climate and support the academic culture of the Meadow Park School Community.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey	1x per year	Analyze the results at the end of the school year
AERIES discipline data	Reviewed once per year	Review 3 times per year before each summation day
Site Bases Surveys	Once per year	Analyzed by the MTSS team at the end of the year
Teacher Observation	Ongoing	Ongoing review with teachers
Staff Observation and Recess and lunch time	Ongoing	Ongoing review with staff members (instructional assistants, lunchtime supervisors, custodial staff, kitchen support staff)

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

We will continue to build an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for our marginalized groups.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. PLC's and Staff Training 2. Annual Survey 3. Family Engagement Nights	Teachers meet and will also be the "trainer of trainers" model as staff members take the lead. This also includes the additional training that may be provided by District and/or outside groups. Analyze results at the end of the school year Minimum 2x a year	Teachers to collaborate and adapt teaching to meet of the needs of all students. Will look at results to determine best practices and work with staff on next steps. Plan for the upcoming school year family engagement nights that specifically deal with EEDI 2x a year.

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an “X” in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1. Professional development, staff meetings, and PLC support for ELA Common Core standards	All Students	Site Admin, Teachers, TOSA		X	X			
2. Summation Meetings 2x per year (Fall and Spring)	At risk students, EL students and those with social emotional needs	Site Admin, Teachers, TOSA, MTSS Team	Title I 2000	X	X	X		
3. MTSS meetings for Winter and Spring	All Students	Site Admin, Teachers, TOSA, MTSS Team	Title I 1000	X	X	X		
4. Additional IA support for ELA and Math and additional guidance support	All Students	Instructional Aides / Guidance	LCAP B 81290 LCAP S 52067 Title I 67513.60 Title III 15022.14	X	X			
5. Supplemental materials to support reading to support all instructions	All Students	Teachers and Instructional Assistants	Lottery 5000	X	X			
6.								
7.								
8.								

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
9.										
10.										
11.	IUSD Supported software programs and support material to support instruction	All students	Site Administration / TOSA / Teacher	LCAP B Gift	2000 5000	X	X			
12.	PE PLC	All Students	Teachers and PE Paraprofessionals	LCAP B Dist.	20364.77 21620.35	X	X	X	X	
13.	Parent Engagement Presentations	All Students	Title 1 Coordinator, Teachers	Title I	5000			X	X	
14.	Elementary Resource Counselor	All Students	ERC District							
15.	EEDI Support Materials / Presentations	All Students	Admin	Title I	25000					
16.		All Students	Admin							
17.										
18.										
19.										
20.										

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

We recognize that in the 2021/22 school year we will continue to make a commitment in the area of writing and build upon the structures we developed in previous years. The strength of the writing program was that it allowed the students choice and worked at their level. The data shows that whether a student is ELD, needs specialized services, or classified as GATE it is imperative that we provide strategies and activities implemented to meet the academic and language needs of all learners. As we begin the 2020/21 school year it is evident that the three models we have in place has presented challenges in the consistency and fluidity of the program.

The entirety of this plan will support EL Learners because instructional assistants will be able to help support smaller class sizes. Title III and LCAP Supplemental funds will be used to support students through personnel. We have used our Title 1 and supplemental funds for software programs such as Lexia, IXL, Raz Kids, and ST Math to help support all students. These programs will benefit EL Learners because they are individualized for each student's needs. Family engagement will continued to be more modified to meet the desired needs of the parents.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Writer's Workshop continues now that our teachers are trained. By training our instructional assistants, having staff development that will enhance the teaching capacity and assisting our parents with parent education nights, Meadow Park will continue to support the whole child both here at the school site and at home. This plan will support Low Income/Foster Youth by providing them opportunities for additional instruction with smaller class sizes with the help of our instructional assistants and they will have students will have instruction at their level with their classroom teacher. Title I and LCAP funds will be used to purchase materials such as software and intervention programs. Additionally, funds will be used to hire Title I instructional assistants. Site has purchased supplemental software programs such as Lexia, IXL, Raz Kids, and ST Math to help support all students. These programs will benefit Low Income/Foster Youth because they are individualized for each student's needs.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:

Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:

What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

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

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, 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.

Planned Strategies and Activities:

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: 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.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. 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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated 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. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	79	115	38
Grade 1	70	91	52
Grade 2	90	77	53
Grade3	88	86	47
Grade 4	76	87	59
Grade 5	88	73	56
Grade 6	90	94	57
Total Enrollment	581	623	362

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	109	141	60	18.8%	22.6%	16.60%
Fluent English Proficient (FEP)	52	50	45	9.0%	8.0%	12.40%
Reclassified Fluent English Proficient (RFEP)	17	8	39	12.4%	7.3%	10.80%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	84	44	81	84	0	81	84	0	100	100	0.0
Grade 4	91	72	51	88	72	0	88	72	0	96.7	100	0.0
Grade 5	89	88	56	87	86	0	87	86	0	97.8	97.7	0.0
Grade 6	96	81	61	95	80	0	95	80	0	99	98.8	0.0
All Grades	357	325	212	351	322	0	351	322	0	98.3	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2479.	2463.		56.79	39.29		18.52	28.57		14.81	19.05		9.88	13.10	
Grade 4	2528.	2539.		54.55	55.56		23.86	30.56		11.36	8.33		10.23	5.56	
Grade 5	2581.	2578.		54.02	51.16		28.74	37.21		10.34	5.81		6.90	5.81	
Grade 6	2614.	2593.		50.53	38.75		35.79	40.00		12.63	13.75		1.05	7.50	
All Grades	N/A	N/A	N/A	53.85	45.96		27.07	34.16		12.25	11.80		6.84	8.07	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.68	44.05		41.98	44.05		12.35	11.90	
Grade 4	43.18	47.22		50.00	44.44		6.82	8.33	
Grade 5	55.17	56.98		36.78	34.88		8.05	8.14	
Grade 6	54.74	40.00		40.00	50.00		5.26	10.00	
All Grades	49.86	47.20		42.17	43.17		7.98	9.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.50	27.38		40.00	55.95		12.50	16.67	
Grade 4	48.86	54.17		39.77	38.89		11.36	6.94	
Grade 5	60.92	50.00		33.33	44.19		5.75	5.81	
Grade 6	63.16	48.75		32.63	46.25		4.21	5.00	
All Grades	55.43	44.72		36.29	46.58		8.29	8.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.86	44.05		61.73	44.05		7.41	11.90	
Grade 4	28.41	29.17		67.05	68.06		4.55	2.78	
Grade 5	34.48	40.70		58.62	54.65		6.90	4.65	
Grade 6	36.84	37.50		62.11	58.75		1.05	3.75	
All Grades	32.76	38.20		62.39	55.90		4.84	5.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.56	38.10		35.80	42.86		8.64	19.05	
Grade 4	52.27	38.89		42.05	58.33		5.68	2.78	
Grade 5	63.22	56.98		31.03	39.53		5.75	3.49	
Grade 6	67.37	47.50		30.53	47.50		2.11	5.00	
All Grades	59.83	45.65		34.76	46.58		5.41	7.76	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	84	44	81	84	0	81	83	0	100	100	0.0
Grade 4	91	72	51	89	72	0	89	72	0	97.8	100	0.0
Grade 5	89	88	56	88	87	0	88	87	0	98.9	98.9	0.0
Grade 6	96	81	61	95	80	0	95	80	0	99	98.8	0.0
All Grades	357	325	212	353	323	0	353	322	0	98.9	99.4	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2475.	2474.		40.74	37.35		37.04	37.35		11.11	13.25		11.11	12.05	
Grade 4	2522.	2525.		38.20	44.44		35.96	27.78		19.10	19.44		6.74	8.33	
Grade 5	2558.	2562.		44.32	48.28		20.45	25.29		21.59	17.24		13.64	9.20	
Grade 6	2620.	2607.		58.95	43.75		22.11	26.25		15.79	26.25		3.16	3.75	
All Grades	N/A	N/A	N/A	45.89	43.48		28.61	29.19		17.00	18.94		8.50	8.39	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60.49	59.04		23.46	25.30		16.05	15.66	
Grade 4	53.93	54.17		31.46	31.94		14.61	13.89	
Grade 5	47.73	59.77		31.82	22.99		20.45	17.24	
Grade 6	68.42	52.50		22.11	35.00		9.47	12.50	
All Grades	57.79	56.52		27.20	28.57		15.01	14.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53.09	43.37		33.33	42.17		13.58	14.46	
Grade 4	48.31	43.06		42.70	48.61		8.99	8.33	
Grade 5	46.59	37.93		32.95	49.43		20.45	12.64	
Grade 6	58.95	50.00		33.68	38.75		7.37	11.25	
All Grades	51.84	43.48		35.69	44.72		12.46	11.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.15	42.17		41.98	46.99		9.88	10.84	
Grade 4	47.19	58.33		41.57	30.56		11.24	11.11	
Grade 5	46.59	31.03		40.91	63.22		12.50	5.75	
Grade 6	54.74	51.25		36.84	45.00		8.42	3.75	
All Grades	49.29	45.03		40.23	47.20		10.48	7.76	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1447.4	1432.8	1430.5	1444.4	1438.3	1437.5	1454.1	1419.8	1414.2	18	18	12
1	1435.5	1453.6	1440.9	1429.6	1447.1	1450.1	1440.9	1459.8	1431.2	25	20	14
2	1543.2	1465.6	1426.3	1546.9	1455.0	1445.9	1539.1	1476.0	1406.1	17	25	15
3	1538.9	1512.8	*	1535.5	1512.3	*	1541.7	1512.9	*	22	16	10
4	1532.3	1570.8	*	1533.1	1569.2	*	1531.3	1571.8	*	12	12	10
5	*	1548.0	*	*	1551.2	*	*	1544.3	*	*	14	8
6	*	*	*	*	*	*	*	*	*	*	7	*
All Grades										113	112	71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	44.44	36.36	*	22.22	18.18	*	22.22	18.18	*	11.11	27.27	18	18	11
1	60.00	35.00	21.43	*	35.00	42.86	*	15.00	21.43	*	15.00	14.29	25	20	14
2	82.35	44.00	26.67	*	32.00	33.33		4.00	13.33		20.00	26.67	17	25	15
3	50.00	50.00	*	*	31.25	*	*	6.25	*	*	12.50	*	22	16	*
4	*	75.00	*	*	16.67	*		8.33	*		0.00	*	12	12	*
5	*	64.29	*	*	21.43	*		7.14	*	*	7.14	*	*	14	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	61.95	49.11	31.43	26.55	27.68	30.00	*	9.82	17.14	*	13.39	21.43	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	72.22	50.00	27.27	*	16.67	36.36		22.22	9.09	*	11.11	27.27	18	18	11
1	64.00	35.00	42.86	*	40.00	28.57		10.00	7.14	*	15.00	21.43	25	20	14
2	82.35	44.00	33.33	*	28.00	33.33		8.00	6.67		20.00	26.67	17	25	15
3	59.09	62.50	*	*	18.75	*	*	12.50	*	*	6.25	*	22	16	*
4	*	75.00	*	*	25.00	*		0.00	*		0.00	*	12	12	*
5	*	71.43	*	*	14.29	*		7.14	*	*	7.14	*	*	14	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	69.91	52.68	44.29	19.47	24.11	28.57	*	10.71	4.29	9.73	12.50	22.86	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	27.27	*	44.44	18.18	*	22.22	27.27	*	11.11	27.27	18	18	11
1	64.00	20.00	7.14	*	40.00	57.14	*	25.00	21.43	*	15.00	14.29	25	20	14
2	76.47	24.00	26.67	*	52.00	20.00	*	4.00	6.67		20.00	46.67	17	25	15
3	*	37.50	*	50.00	25.00	*	*	25.00	*	*	12.50	*	22	16	*
4	*	41.67	*	*	41.67	*	*	16.67	*		0.00	*	12	12	*
5	*	28.57	*	*	42.86	*	*	14.29	*	*	14.29	*	*	14	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
All Grades	51.33	26.79	21.43	25.66	41.96	28.57	13.27	16.96	20.00	9.73	14.29	30.00	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	77.78	38.89	27.27	*	50.00	36.36	*	11.11	36.36	18	18	11
1	76.00	65.00	35.71	*	20.00	50.00	*	15.00	14.29	25	20	14
2	94.12	52.00	33.33	*	28.00	40.00		20.00	26.67	17	25	15
3	59.09	62.50	*	*	25.00	*	*	12.50	*	22	16	*
4	*	66.67	*	*	33.33	*		0.00	*	12	12	*
5	*	35.71	*	*	57.14	*	*	7.14	*	*	14	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	71.68	52.68	32.86	20.35	33.93	44.29	*	13.39	22.86	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	61.11	50.00	45.45	*	33.33	27.27	*	16.67	27.27	18	18	11
1	52.00	30.00	35.71	*	55.00	42.86	*	15.00	21.43	25	20	14
2	82.35	40.00	66.67	*	40.00	6.67		20.00	26.67	17	25	15
3	72.73	56.25	*	*	37.50	*	*	6.25	*	22	16	*
4	100.00	83.33	*		16.67	*		0.00	*	12	12	*
5	*	85.71	*	*	7.14	*	*	7.14	*	*	14	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	70.80	51.79	60.00	20.35	33.93	17.14	*	14.29	22.86	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.56	9.09	*	83.33	63.64	*	11.11	27.27	18	18	11
1	68.00	40.00	28.57	*	40.00	50.00	*	20.00	21.43	25	20	14
2	82.35	20.00	26.67	*	60.00	26.67		20.00	46.67	17	25	15
3	*	37.50	*	*	43.75	*	*	18.75	*	22	16	*
4	*	41.67	*	*	50.00	*	*	8.33	*	12	12	*
5	*	50.00	*	*	28.57	*	*	21.43	*	*	14	*
6	*	*	*		*	*	*	*	*	*	*	*
All Grades	53.98	29.46	24.29	33.63	51.79	45.71	12.39	18.75	30.00	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	50.00	36.36	*	27.78	36.36	*	22.22	27.27	18	18	11
1	52.00	30.00	7.14	*	55.00	78.57	*	15.00	14.29	25	20	14
2	70.59	28.00	13.33	*	52.00	53.33		20.00	33.33	17	25	15
3	50.00	25.00	*	*	62.50	*	*	12.50	*	22	16	*
4	*	58.33	*	*	41.67	*		0.00	*	12	12	*
5	*	14.29	*	*	78.57	*	*	7.14	*	*	14	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	53.98	33.93	18.57	38.05	50.89	54.29	*	15.18	27.14	113	112	70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
362	22.4	16.6	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	16.6
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	81	22.4
Students with Disabilities	50	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.7
American Indian or Alaska Native		
Asian	91	25.1
Filipino	5	1.4
Hispanic	48	13.3
Two or More Races	44	12.2
Native Hawaiian or Pacific Islander	1	0.3
White	163	45.0

Conclusions based on this data:

1. Students continue to outperform in math as opposed to Language Arts. There is an increase in ELA performance.

2. Our school thrives in the rich diversity of our students based on both race/ethnicity and socioeconomics that continues to grow.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="773 751 849 779">Yellow</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1260 751 1317 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Green</p>		

Conclusions based on this data:

1. As stated, students out perform in mathematics in comparison to ELA.
2. Our student absenteeism grew last year and although stronger this year is not as strong as four years ago.
3. With PBIS and MTSS systems in place, our suspension rate at Meadow Park is nearly zero.

School and Student Performance Data

Academic Performance English Language Arts

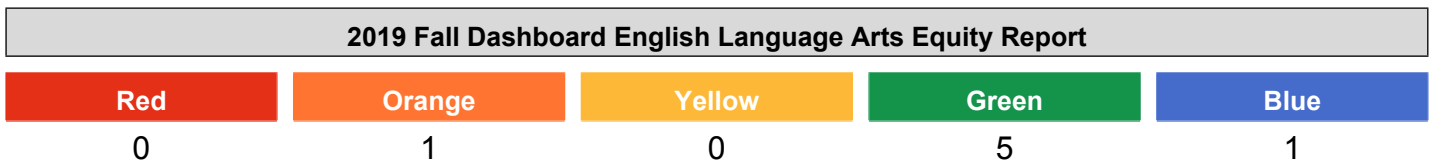
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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> Green 55.8 points above standard Declined -8.1 points 328	<p>English Learners</p> Green 41.8 points above standard Declined -4.3 points 68	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Green 15.8 points above standard Declined -3.4 points 63	<p>Students with Disabilities</p> Orange 9.5 points below standard Declined -14.9 points 57

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 8	 No Performance Color 0 Students	 Green 81.2 points above standard Declined -5.4 points 90	 No Performance Color 67 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 32.7 points above standard Declined -4.7 points 47	 Blue 68.8 points above standard Maintained ++2.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 45.6 points above standard Declined -11 points 132

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
10.5 points above standard Increased ++5.6 points 40	86.5 points above standard Declined -4.4 points 28	57 points above standard Declined -8.5 points 244

Conclusions based on this data:

- From 2019 the ELA scores declined despite being well above standard for similar schools.
- Our current English Learners grew by 10.5%; Reclassified EL's and English only our 86.5 points and 57 points above standard collectively.

School and Student Performance Data

Academic Performance Mathematics

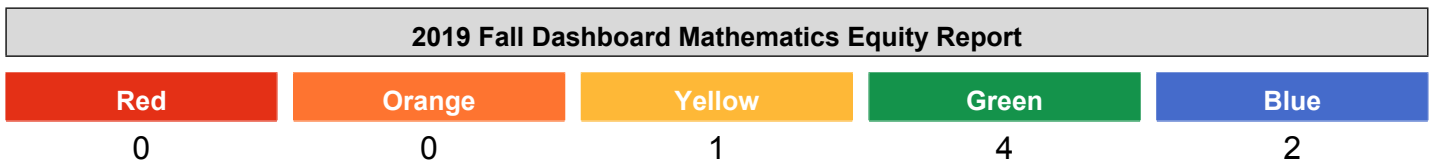
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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>37.1 points above standard</p> <p>Declined -4.3 points</p> <p>327</p>	<p>English Learners</p> <p>Blue</p> <p>40.6 points above standard</p> <p>Maintained ++1.1 points</p> <p>68</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.7 points above standard</p> <p>Increased ++11.9 points</p> <p>63</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>15.8 points below standard</p> <p>Declined -7.9 points</p> <p>56</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 8		 Green 62.2 points above standard Declined -8.8 points 89	 No Performance Color 23.6 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.1 points above standard Increased ++5.7 points 47	 Blue 45.6 points above standard Increased ++9.6 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 29.2 points above standard Declined -5.8 points 132

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
17.2 points above standard Increased ++9.8 points 41	76.3 points above standard Maintained ++1.8 points 27	33.2 points above standard Declined -3.3 points 243

Conclusions based on this data:

1. All students were over 37 points above standards.
2. Asian subgroup was strongest at 62 points above standard and two races 45.6 points above standard.
3. Both EL and reclassified EL's rose in mathematics.

School and Student Performance Data

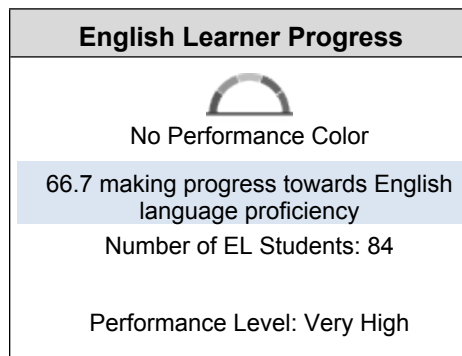
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	16.6	22.6	44.0

Conclusions based on this data:

1. Over 67% of students making progress and the performance level is "Very High."
2. Students making significant growth.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

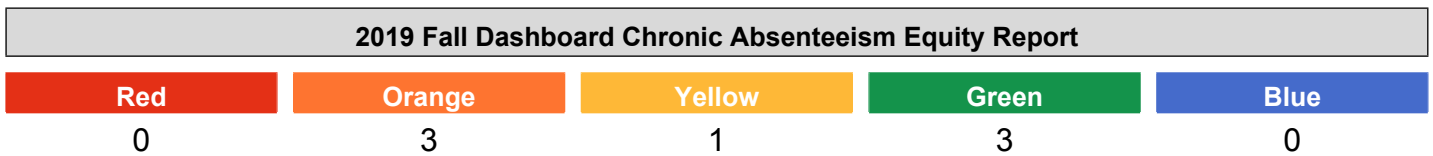
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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>  Yellow 6.4 Maintained +0.2 610	<p>English Learners</p>  Green 7.1 Declined -1.4 127	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 11.7 Declined -0.7 120	<p>Students with Disabilities</p>  Orange 19.1 Increased +2.1 110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -13.3 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 4.3 Declined -1.5 184	 No Performance Color 11.1 Increased +5.6 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 8 Declined -1.2 87	 Orange 6.8 Increased +0.8 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 6.8 Increased +2.2 235

Conclusions based on this data:

- As a school we fell lower than District average on attendance with SWD falling into "Orange" with 110 students.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

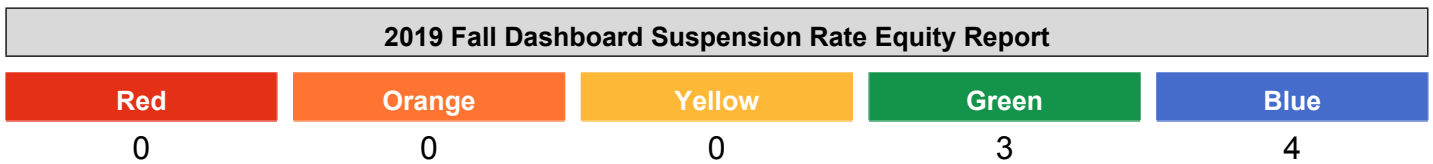
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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>Blue</p> <p>0.2</p> <p>Maintained -0.1</p> <p>625</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>133</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8</p> <p>Declined -0.5</p> <p>123</p>	<p>Students with Disabilities</p> <p>Green</p> <p>0.9</p> <p>Maintained +0.1</p> <p>111</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -6.7 11	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -6.7 11	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 187	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -1 90	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 74	 No Performance Color Less than 11 Students - Data 2	 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.4</div> Increased +0.4 243

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.2

Conclusions based on this data:

1. Suspension continue to fall with only .2 percent of the student(s) being suspended in 2019.
2. The teacher work in MTSS and PBIS continues to see the value.