School Year: **2023-24**

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	05/11/2023	06/2023

Educational Partner 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 Elementary School's School Plan is developed in collaboration with the school's MTSS Leadership Team, grade-level PLC teams, and in consultation with SCC, ELAC, and PTA, along with input available through survey opportunities, district and site level, providing all school community stakeholders to share their feedback.

Administration and staff met with reviewed IUSD Continuous Improvement Efforts, Meadow Park's CA Dashboard data, as well as our schoolwide Data in EduClimber, ELLevation to create school-wide goals aligned with IUSD's LCAP goals to target goals in ELA and engagement and attendance, as well as the overall climate of the school, prioritizing students' overall well-being through the systematic implementation of school-wide social, emotional, and behavioral supports and systems, as reflected in the SPSA goals.

Administration met with PTA Council, School Site Council, and Site Leadership Team in Spring 2023 to review 21-22 SPSA and complete and present the annual review. Suggestions for modifications to the plan were solicited and implemented within the 23-24 SPSA. The 23-24 SPSA was presented to the same representative leadership groups in Spring 2023 and approved by the School Site Council on May 11, 2023.

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

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

Inclusion and Culture Committee

_____
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 11th, 2023

Attested:

Brooke Taketani
_____
Typed Name of School Principal

_____
Signature of School Principal

May 11, 2023
_____
Date

Heather Mass
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

May 11, 2023
_____
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				
Nikolla Gorey		1			
Dawn Venz		1			
Kimi Yee		1			
Rustem Nuriiev				1	
Ilaria Superti				1	
Ngoc Salvatierra				1	
Heather Mass				1	
Numbers of members of each category	**1**	**3**		**4**	
(Totals of Group A and Group B must equal)	**Total Group A: 4**			**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
Brooke Taketani	1			
Carmil Keren			1	
Kymmberly Mann				1
Rustem Nuriiev		1		
Yunhua Zhu				1
Yang Cao				1
Liliana Koriel				
Numbers of members of each category	**1**	**1**	**1**	**3**

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
XSite has chosen <u>NOT</u> 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	$111371.00	111,371
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$147777.12	147,777.12
Lottery Funds Purpose: Purchase site instructional materials	$16437.95	7,910
Total amount of state categorical funds allocated to this school	$275,586.07	267,058.12

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.	$154,632.44	154,632.44
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.	$	
Total amount of federal categorical funds allocated to this school	$154,632.44	154,632.44

Total amount of state and federal categorical funds allocated to this school	$430,218.51	$421,690.56

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Meadow Park will create a positive school climate and system of supports for students' personal and academic growth.

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

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2. CALPADS	2022-2023 CALPADS 14.1 Student Absenteeism Report Student absent less than 5% = Students absent greater than or equal to 5% AND less than 10% = Students absent greater than or equal to 10% AND less than 20% = Students absent greater than or equal to 20% =	
3. Panorama- Student Social Emotional Competencies	2022-2023 Spring Teacher Perception Survey- grades 1-2 Emotion Regulation: 72% responded favorably Social Awareness: 64% responded favorably Grit: 63% responded favorably Self-management: 49% responded favorably Student Competencies & Well-being Survey- grades 3-6 Supportive Relationships: 87% responded favorably Self-management: 76% responded favorably Social Awareness: 71% responded favorably Grit: 63% responded favorably	2023-2024 Spring Teacher Perception Survey- grades 1-2 Emotion Regulation: 72% favorable maintain or increase to demonstrate continuous improvement Social Awareness: 64% favorable maintain or increase to demonstrate continuous improvement Grit: 63%favorable maintain or increase to demonstrate continuous improvement Self-management: 49% favorable maintain or increase to demonstrate continuous improvement Student Competencies & Wel-being Survey- grades 3-6

Metric/Indicator	Baseline	Expected Outcome
	Emotion Regulation: 43% responded favorably	Supportive Relationships: 87% favorable maintain or increase to demonstrate continuous improvement Self-management: 76% favorable maintain or increase to demonstrate continuous improvement Social Awareness: 71% favorable maintain or increase to demonstrate continuous improvement Grit: 63% favorable maintain or increase to demonstrate continuous improvement Emotion Regulation: 43% favorable maintain or increase to demonstrate continuous improvement
4. Panorama- Student Supports and Environment	2022-2023 Spring Teacher Perception Survey- grades 1-2 Engagement: 66% responded favorably Student Competencies & Well-being Survey- grades 3-6 School Climate: How positive or negative is the energy of the school?- 78% responded favorably At your school, how much does the behavior of other students hurt or help your learning?- 55% responded favorably Sense of Belonging: How much respect do students at your school show you?- 61% responded favorably Overall, how much do you feel like you belong at your school?- 73% responded favorably	2023-2024 Spring Teacher Perception Survey- grades 1-2 Engagement: 66% favorable maintain or increase to demonstrate continuous improvement Student Competencies & Well-being Survey- grades 3-6 School Climate: How positive or negative is the energy of the school?- 78% favorable maintain or increase to demonstrate continuous improvement At your school, how much does the behavior of other students hurt or help your learning?- 55% favorable maintain or increase to demonstrate continuous improvement Sense of Belonging: How much respect do students at your school show you?- 61% favorable maintain or increase to demonstrate continuous improvement Overall, how much do you feel like you belong at your school?- 73% favorable maintain or increase to demonstrate continuous improvement
5. PTA/SSC/ELAC Meetings	PTA/SSC/ELAC meets at least four times per year as measured by the submission of the agenda, the minutes, and sign-in /face sheets for scheduled meetings.	By June 1, 2024, Meadow Park will share the responsibility for pedagogical leadership within the school measured by the submission of the agendas, the minutes, and the sign-in/face sheets for scheduled parent meetings.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Meadow Park will work to ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources, and skills for all staff and students.

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

  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. CA Dashboard		

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Meadow Park will address barriers limiting student participation in programs and provide equity in the allocation of resources.

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

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. CALPADS Chronic Absenteeism		
2. Panorama/SRSS- Social-Emotional Learning: Student Supports & Environment (Equity)	Fall 2022 Grades 3-6 Sense of Belonging: How much students feel that they are valued members of the school community. (67% Favorable) School Climate: Perceptions of the school's overall social and learning climate. (67% Favorable)	Spring 2023 Grades 3-6 Sense of Belonging: How much students feel that they are valued members of the school community. (63% Favorable) Increase to demonstrate continuous improvement School Climate: Perceptions of the school's overall social and learning climate. (58% Favorable) Increase to demonstrate continuous improvement
3. Panorama/SRSS- Student Social Emotional Competencies	Fall 2022 Grades 3-6 Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school. (87% Favorable) Self-Management: How well students manage their emotions, and thoughts, and behaviors in different situations. (76% Favorable) Social Awareness: How well students can consider the perspectives of others and empathize with them. (71% Favorable)	Spring 2023 Grades 3-6 Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school. (87% Favorable) Maintain or increase to demonstrate continuous improvement Self-Management: How well students manage their emotions, thoughts, and behaviors in different situations. (77% Favorable) Continue to increase to demonstrate continuous improvement

Metric/Indicator	Baseline	Expected Outcome
	Grit: How well students can persevere through setbacks to achieve important long-term goals. (63% Favorable) Emotion Regulation: How well students can regulate their emotions. (43% Favorable)	Social Awareness: How well students can consider the perspectives of others and empathize with them. (69% Favorable) Increase to demonstrate continuous improvement Grit: How well students can persevere through setbacks to achieve important long-term goals. (63% Favorable) Increase to demonstrate continuous improvement Emotion Regulation: How well students can regulate their emotions. (43% Favorable) Increase to demonstrate continuous improvement
4. PTA/SSC/ELAC Meetings	PTA/SSC/ELAC meets at least four times yearly, measured by the submissions of the agendas, the minutes, and sign-in sheets/face sheets for scheduled meetings.	By June 1, 2024, Meadow Park will share the responsibility for pedagogical leadership within the school measured by the submission of the agendas, the minutes, and the sign-in/face sheets for scheduled parent meetings.
5. Hanover Survey- Student Supports and Environment	Spring 2022 Student Experience Strategies to Manage Stress-Students have healthy strategies to manage stress (67% Favorable) Level of Stress- Students' stress level is generally low. (49% Favorable) Explain Feelings to Others- Students can explain feelings to others. (53% Favorable)	Spring 2023 Student Experience Strategies to Manage Stress-Students have healthy strategies to manage stress. (58% Favorable) Increase to demonstrate continuous improvement Level of Stress- Students' stress level is generally low. (45% Favorable) Increase to demonstrate continuous improvement Explain Feelings to Others- Students can explain feelings to others. (50% Favorable) Increase to demonstrate continuous improvement

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

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

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

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: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of 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	Lottery	2,160.00	X	X	X		
				Title I	7798.96					
2.	Summation Meetings 3x per year (Fall, Winter and Spring)	At risk students, EL students and those with social emotional needs	Site Admin, Teachers, TOSA, MTSS Team	Title I	2,160.00	X	X	X		
3.	MTSS meetings 3x per year (Fall, Winter, and Spring)	All Students	Site Admin, Teachers, TOSA, MTSS Team	Title I	3,240.00	X	X	X		
4.	Additional program support, IA support for ELA and Math and additional guidance support	All Students	Instructional Aides / Guidance	LCAP B	68,911.00	X	X			
				LCAP S	107,281.71					
				Title I	57381.48					
5.	Supplemental program support, materials to support reading to support all instructions and EL supports	All Students	TOSA, Teachers and Instructional Assistants	LCAP B	3642.00	X	X	X	X	
				LCAP S	36,120.41					
				Lottery	5000.00					
				Title I	75052.00					
6.										
7.										

	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
8.										
9.										
10.										
11.	IUSD Supported software programs and support material to support instruction	All students	Site Administration / TOSA / Teacher	LCAP B LCAP S Title I Gift	9509.49 4,375.00 4,000.00 5000		X			
12.	PE PLC	All Students	Teachers and PE Paraprofessionals	LCAP B Dist.	29,308.51 17,334.02	X	X	X	X	
13.	Parent Engagement	All Students	TOSA, Intervention Teacher, Title 1 Coordinator, ELAC site-rep,	Lottery Title I	750.00 5000.00	X	X	X	X	
14.										
15.										
16.										
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

Meadow Park in collaboration with administration, our ELAC Coordinator, with the guidance and support of the Language Development department worked to realign and restructure our ELAC Committee. In an effort to best support our English Language Learners, the principal and the ELAC Coordinator became GLAD trained and certified. Since the Pandemic, there was a need to refocus on the ELAC Committee and the elected/designated board. During this process, staff recognized the increased need to engage parents within the classroom and school community. To best support our ELL learners, the following areas were identified as needs of professional development: culturally and linguistically responsive learning environments and levels of scaffolding. Additionally, stakeholders agreed that there is a need for increased opportunities for Parent Engagement, beginning each year with Parent Night: MP 101- Parents Role in Supporting their Mustang!. Aside from parents needing assistance with knowing how to access school resources and technology to feel welcomed and valued members of our school community. As a result, Meadow Park has intentionally separated our ELAC and SSC, with the intention that this will help provide an environment specific to meeting the unique needs of the ELL population, while fostering a warm, inclusive environment that ultimately promotes and encourages family engagement that enhances learning support for their child(ren) and their overall partnership within the school community.

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.

Meadow Park has had an increase in Foster Youth students during the 2022-2023 school year. Expanding our outreach and helping connect families to community partners and resources. With the increase in the number of foster students, Meadow Park staff has mentioned the desire for professional development specific to supporting foster youth. In conjunction with said PD, an intentional focus on supporting our low-income families, which consistently is approximately 22% of our overall school population, would be beneficial. In working with Leadership and staff, Trauma-Informed Practices and behavior-specific professional development, are key areas of focus moving into the 2023-2024 school year.

Similarly, as with our ELL population, stakeholders across the board reported interest in increased opportunities for Parent Engagement, including by not limited to Parent Education, M.P. 101: Parents Role in Making School a Success, access to school-sponsored events, and more! Additionally, creating additional opportunities for families to engage with both staff and administration, with students' parents(s) and guardians(s), to build the critical relationship necessary to support each student fully.

Low-income and foster youth students have access to onsite support through our Guidance Assistance and Elementary Resource Counselor, who work in partnership and collaboration with families to ensure students are receiving all available and needed support in order to access school and the curriculum successfully.

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.   <u>Strategy/Activity Description</u>: 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 Educational Partner 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**		
	20-21	**21-22**	**22-23**
Kindergarten	87.79 PK / 91.77 K	87.79 PK / 91.77K	85.59 PK / 87.07 K
Grade 1	90.7	90.7	88.93
Grade 2	94.37	94.37	89.33
Grade3	91.45	91.45	92.29
Grade 4	94.97	94.97	89.36
Grade 5	93.75	93.76	94.31
Grade 6	92.76	92.76	92.18
Total Enrollment	623	362	550

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	60	129	88	16.6%	23.5%	14.6%
Fluent English Proficient (FEP)	45	61	111	12.4%	11.1%	18.4%
Reclassified Fluent English Proficient (RFEP)	39			65.0%		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	69		0	68		0	68		0.0	98.6	
Grade 4	51	73		0	73		0	73		0.0	100.0	
Grade 5	56	74		0	73		0	73		0.0	98.6	
Grade 6	61	76		0	75		0	75		0.0	98.7	
All Grades	212	292		0	289		0	289		0.0	99.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.			44.12			30.88			10.29			14.71	
Grade 4		2532.			46.58			32.88			17.81			2.74	
Grade 5		2562.			49.32			26.03			12.33			12.33	
Grade 6		2578.			28.00			46.67			17.33			8.00	
All Grades	N/A	N/A	N/A		41.87			34.26			14.53			9.34	

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.71			54.41			5.88	
Grade 4		35.62			60.27			4.11	
Grade 5		42.47			46.58			10.96	
Grade 6		26.67			69.33			4.00	
All Grades		35.99			57.79			6.23	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		38.24			48.53			13.24	
Grade 4		41.10			57.53			1.37	
Grade 5		43.84			45.21			10.96	
Grade 6		32.00			56.00			12.00	
All Grades		38.75			51.90			9.34	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		13.24			77.94			8.82	
Grade 4		21.92			71.23			6.85	
Grade 5		24.66			68.49			6.85	
Grade 6		17.33			81.33			1.33	
All Grades		19.38			74.74			5.88	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		29.41			61.76			8.82	
Grade 4		31.51			61.64			6.85	
Grade 5		39.73			50.68			9.59	
Grade 6		30.67			66.67			2.67	
All Grades		32.87			60.21			6.92	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	69		0	68		0	68		0.0	98.6	
Grade 4	51	73		0	73		0	73		0.0	100.0	
Grade 5	56	74		0	73		0	73		0.0	98.6	
Grade 6	61	76		0	75		0	75		0.0	98.7	
All Grades	212	292		0	289		0	289		0.0	99.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2480.			38.24			33.82			16.18			11.76	
Grade 4		2528.			38.36			30.14			30.14			1.37	
Grade 5		2544.			39.73			20.55			24.66			15.07	
Grade 6		2590.			41.33			30.67			17.33			10.67	
All Grades	N/A	N/A	N/A		39.45			28.72			22.15			9.69	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00			39.71			10.29	
Grade 4		42.47			54.79			2.74	
Grade 5		38.36			43.84			17.81	
Grade 6		42.67			48.00			9.33	
All Grades		43.25			46.71			10.03	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		45.59			44.12			10.29	
Grade 4		42.47			50.68			6.85	
Grade 5		32.88			54.79			12.33	
Grade 6		29.33			57.33			13.33	
All Grades		37.37			51.90			10.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		33.82			57.35			8.82	
Grade 4		34.25			61.64			4.11	
Grade 5		34.25			54.79			10.96	
Grade 6		28.00			61.33			10.67	
All Grades		32.53			58.82			8.65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1430.5	1479.3		1437.5	1484.0		1414.2	1467.9		12	17	
1	1440.9	*		1450.1	*		1431.2	*		14	10	
2	1426.3	1529.8		1445.9	1504.1		1406.1	1555.1		15	18	
3	*	*		*	*		*	*		10	8	
4	*	*		*	*		*	*		10	8	
5	*	*		*	*		*	*		8	7	
6	*	*		*	*		*	*		*	7	
All Grades										71	75	

Overall Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	47.06		18.18	35.29		18.18	11.76		27.27	5.88		11	17	
1	21.43	*		42.86	*		21.43	*		14.29	*		14	*	
2	26.67	44.44		33.33	44.44		13.33	5.56		26.67	5.56		15	18	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.43	41.33		30.00	44.00		17.14	12.00		21.43	2.67		70	75	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	41.18		36.36	41.18		9.09	5.88		27.27	11.76		11	17	
1	42.86	*		28.57	*		7.14	*		21.43	*		14	*	
2	33.33	50.00		33.33	38.89		6.67	5.56		26.67	5.56		15	18	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	44.29	57.33		28.57	34.67		4.29	4.00		22.86	4.00		70	75	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	23.53		18.18	52.94		27.27	11.76		27.27	11.76		11	17	
1	7.14	*		57.14	*		21.43	*		14.29	*		14	*	
2	26.67	50.00		20.00	38.89		6.67	11.11		46.67	0.00		15	18	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	28.00		28.57	32.00		20.00	36.00		30.00	4.00		70	75	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	47.06		36.36	41.18		36.36	11.76		11	17	
1	35.71	*		50.00	*		14.29	*		14	*	
2	33.33	44.44		40.00	50.00		26.67	5.56		15	18	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	32.86	54.67		44.29	37.33		22.86	8.00		70	75	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.45	41.18		27.27	47.06		27.27	11.76		11	17	
1	35.71	*		42.86	*		21.43	*		14	*	
2	66.67	27.78		6.67	66.67		26.67	5.56		15	18	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	60.00	60.00		17.14	36.00		22.86	4.00		70	75	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	35.29		63.64	58.82		27.27	5.88		11	17	
1	28.57	*		50.00	*		21.43	*		14	*	
2	26.67	44.44		26.67	50.00		46.67	5.56		15	18	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	24.29	30.67		45.71	58.67		30.00	10.67		70	75	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	56.25		36.36	37.50		27.27	6.25		11	16	
1	7.14	*		78.57	*		14.29	*		14	*	
2	13.33	55.56		53.33	44.44		33.33	0.00		15	18	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	18.57	36.99		54.29	58.90		27.14	4.11		70	73	

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
550	**22.0**	**23.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Meadow Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	129	23.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	121	22.0
Students with Disabilities	78	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.6
American Indian		
Asian	166	30.2
Filipino	9	1.6
Hispanic	75	13.6
Two or More Races	63	11.5
Pacific Islander		
White	216	39.3

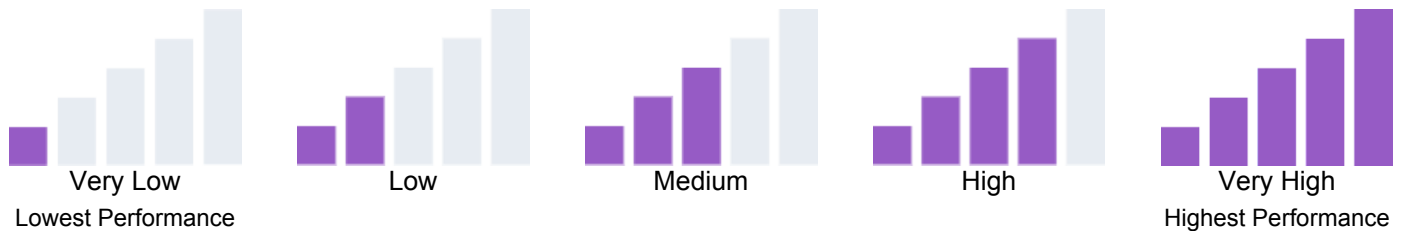**Conclusions based on this data:**

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.
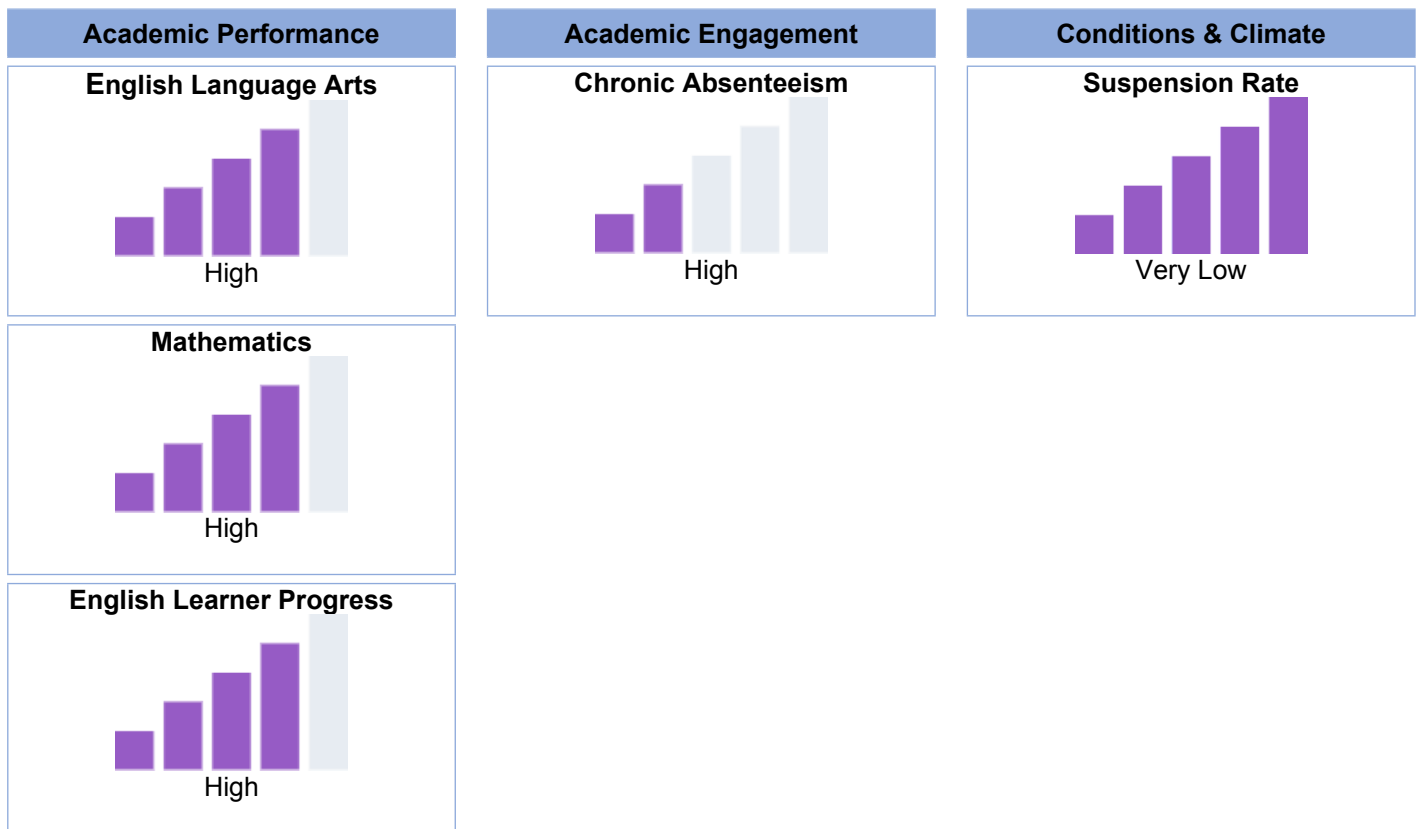
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

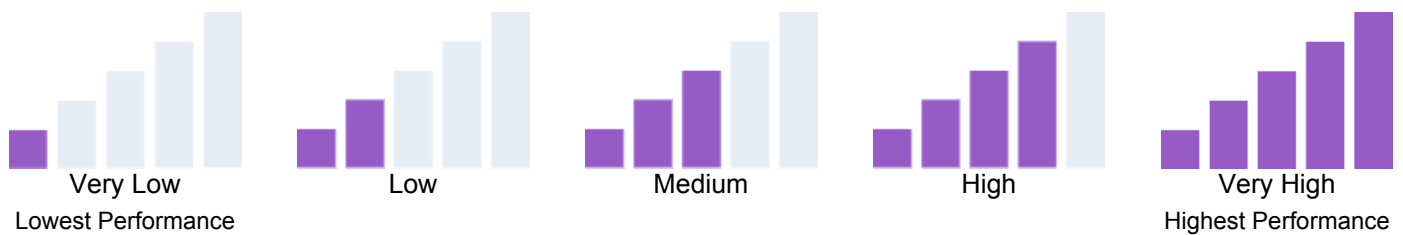| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — High	**Chronic Absenteeism** — High	**Suspension Rate** — Very Low
Mathematics — High		
English Learner Progress — High		

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.
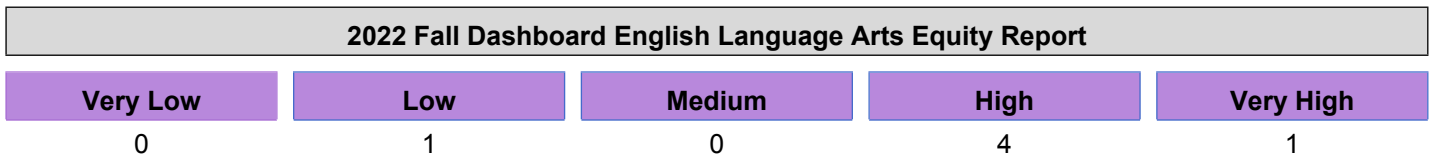
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
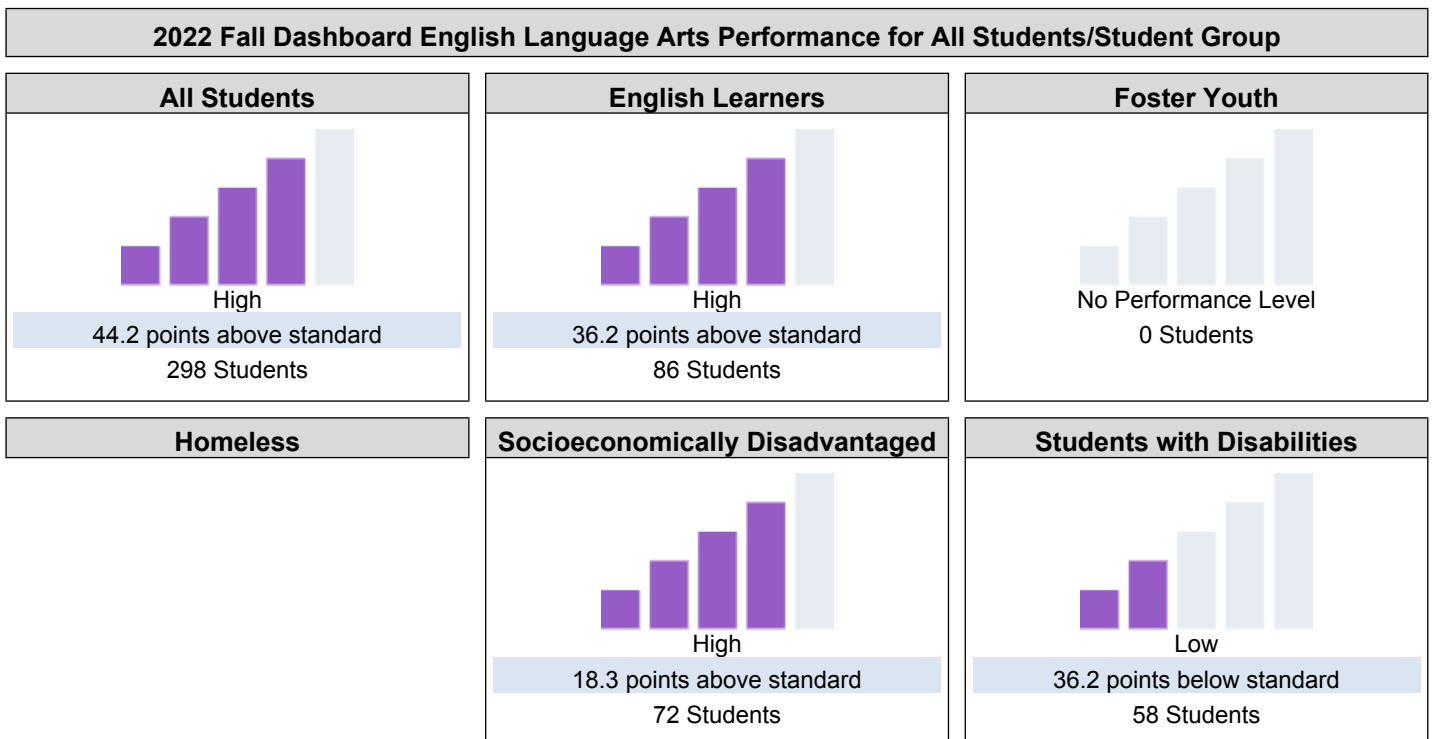
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	4	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
44.2 points above standard	36.2 points above standard	0 Students
298 Students	86 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Low
	18.3 points above standard	36.2 points below standard
	72 Students	58 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American
No Performance Level
4 Students

American Indian

Asian
Very High
67.6 points above standard
96 Students

Filipino
No Performance Level
4 Students

Hispanic
High
22.5 points above standard
44 Students

Two or More Races
No Performance Level
16.7 points above standard
29 Students

Pacific Islander

White
High
39.2 points above standard
117 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42.8 points below standard	80.8 points above standard	43.2 points above standard
31 Students	55 Students	193 Students

Conclusions based on this data:

1. From 2019 the ELA scores declined despite being well above standard for similar schools.

2. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 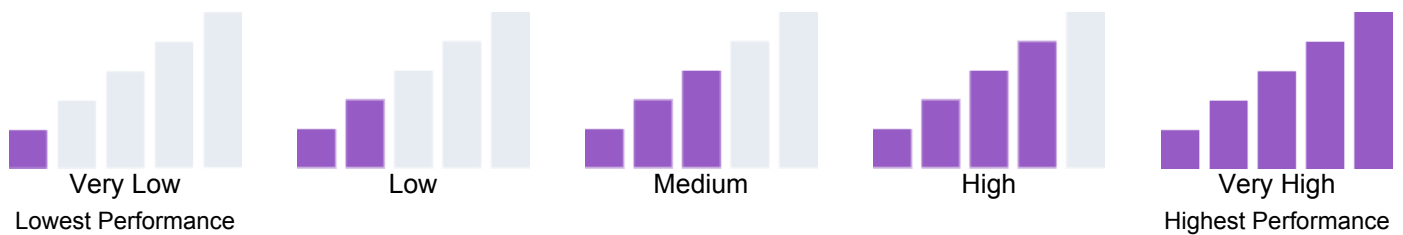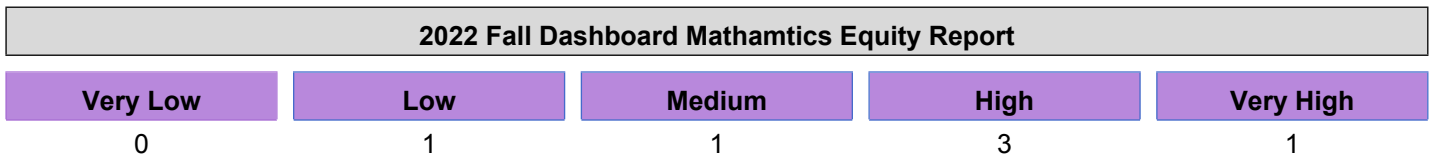note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
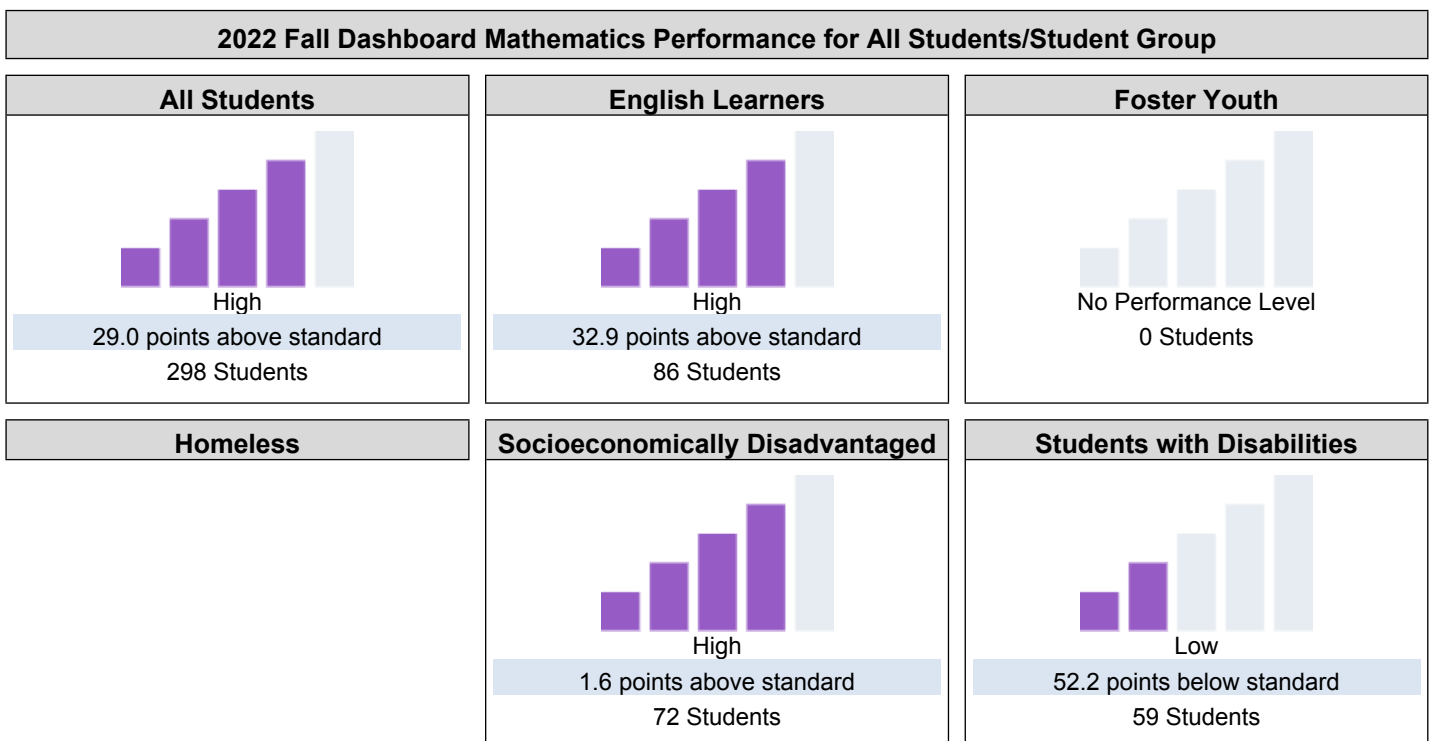
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	1	3	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
29.0 points above standard	32.9 points above standard	0 Students
298 Students	86 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Low
	1.6 points above standard	52.2 points below standard
	72 Students	59 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

4 Students

American Indian

Asian

Very High

62.6 points above standard

96 Students

Filipino

No Performance Level

4 Students

Hispanic

Medium

8.1 points below standard

44 Students

Two or More Races

No Performance Level

7.3 points above standard

29 Students

Pacific Islander

White

High

20.0 points above standard

117 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

36.2 points below standard

33 Students

Reclassified English Learners

64.3 points above standard

55 Students

English Only

20.1 points above standard

193 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

64.7 making progress towards English language proficiency

Number of EL Students: 51 Students

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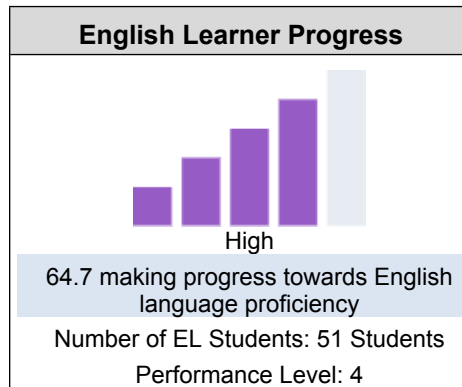
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
7.8%	27.5%	3.9%	60.8%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
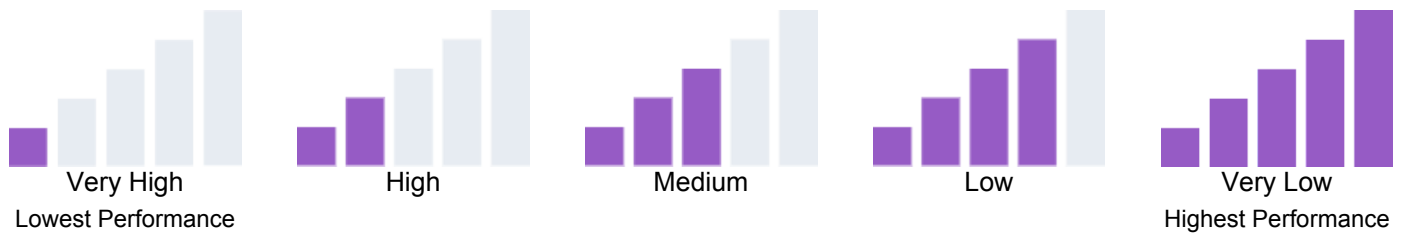
Conclusions based on this data:
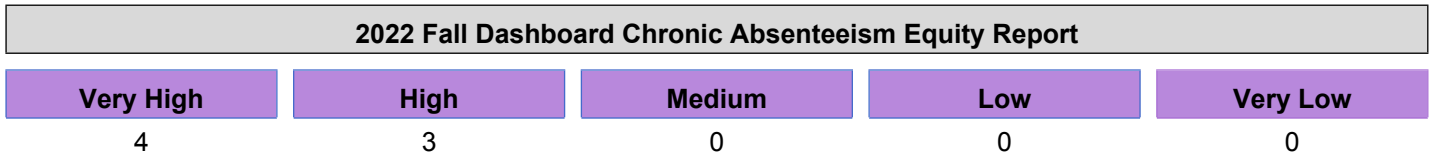
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
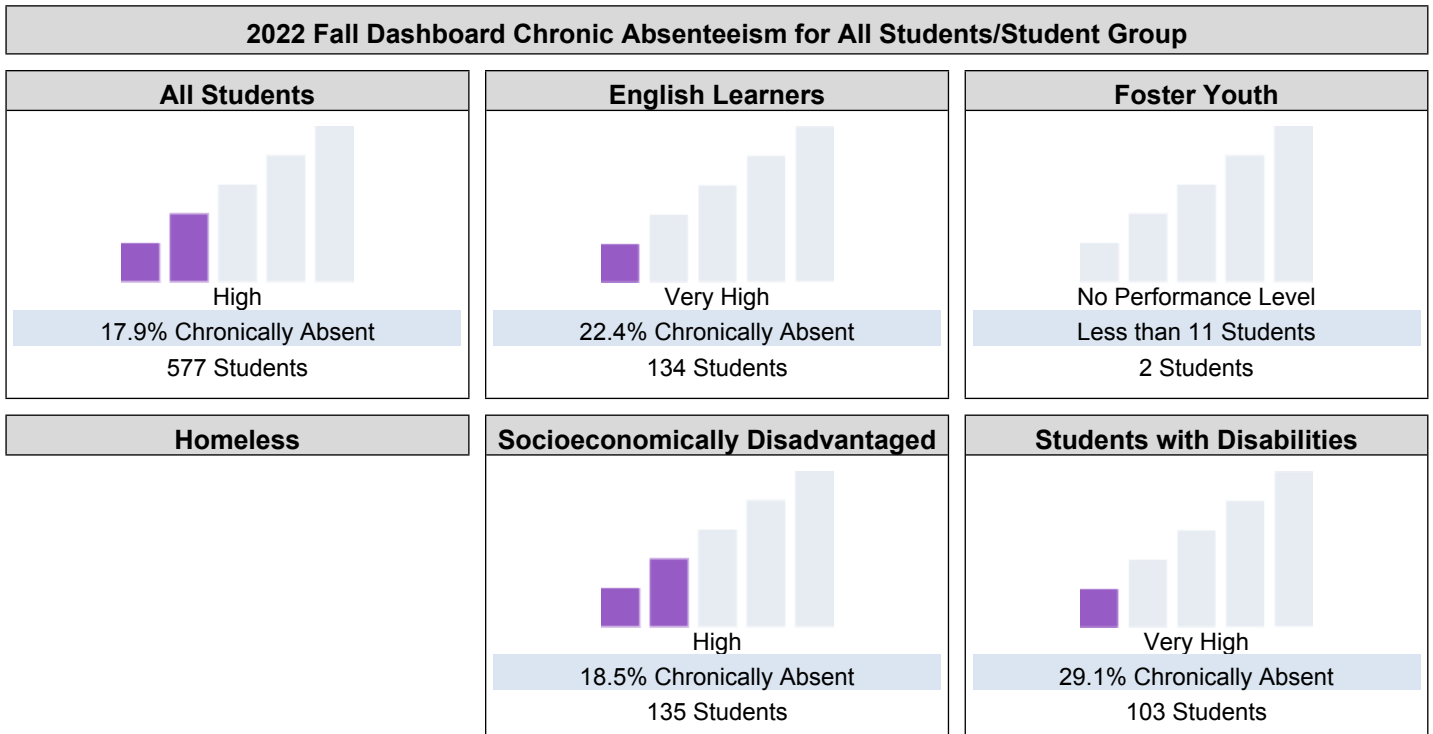
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	**High**	**Medium**	**Low**	**Very Low**
4	3	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
High	Very High	No Performance Level
17.9% Chronically Absent	22.4% Chronically Absent	Less than 11 Students
577 Students	134 Students	2 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Very High
	18.5% Chronically Absent	29.1% Chronically Absent
	135 Students	103 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	No Performance Level
27.3% Chronically Absent	Less than 11 Students	11.2% Chronically Absent	41.7% Chronically Absent
11 Students	1 Student	179 Students	12 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High		High
20.5% Chronically Absent	21.9% Chronically Absent		18.8% Chronically Absent
78 Students	73 Students		223 Students

Conclusions based on this data:

1. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status leve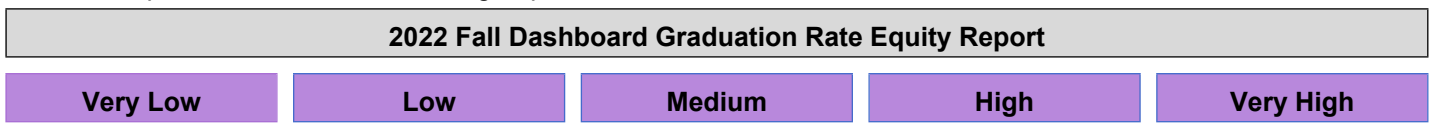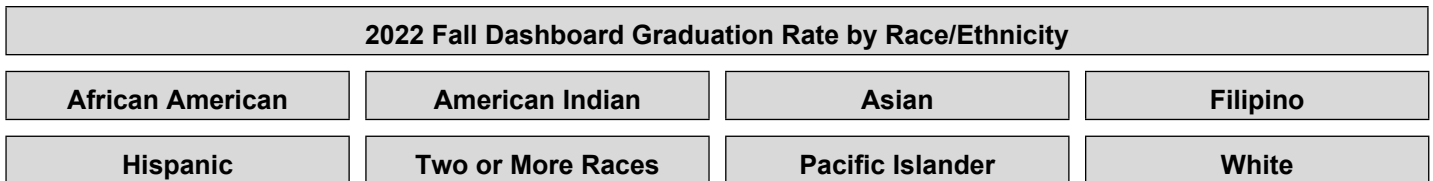ls (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

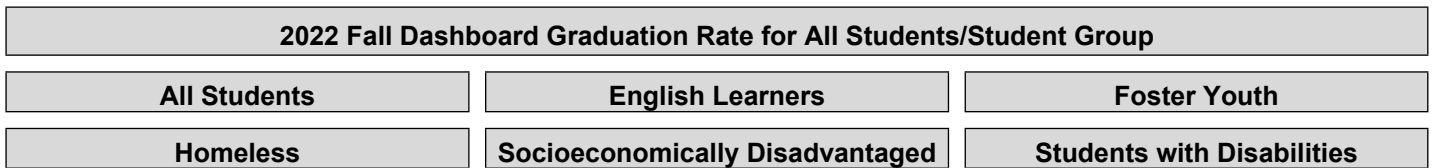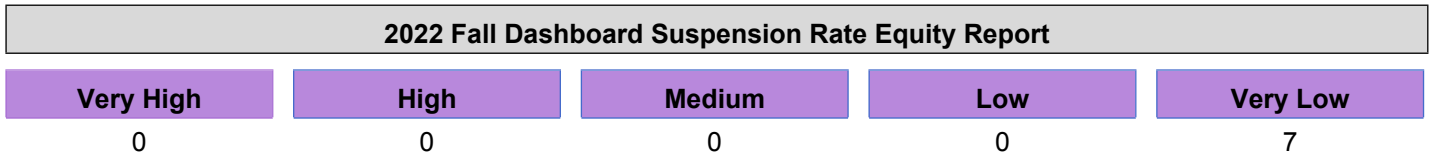## Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
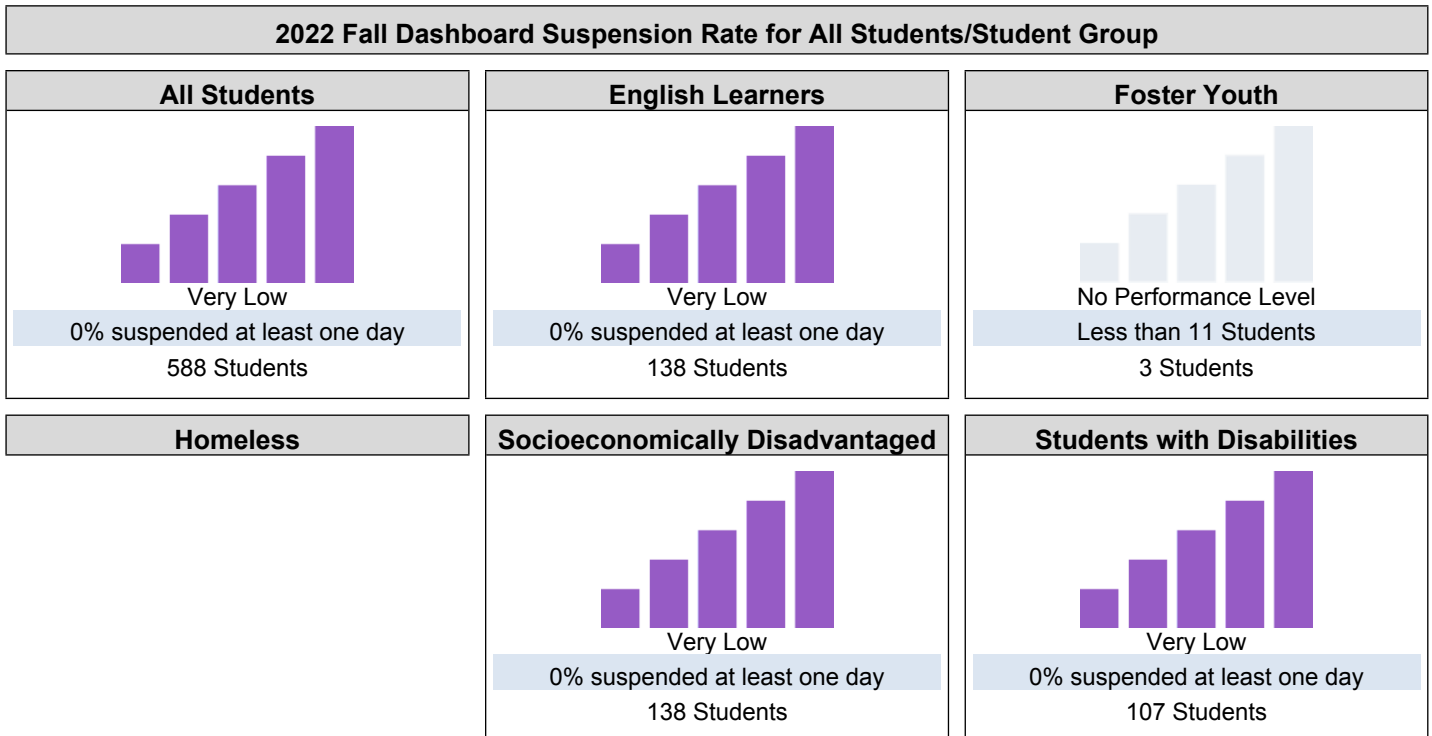
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	7

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
588 Students	138 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	Very Low
	0% suspended at least one day	0% suspended at least one day
	138 Students	107 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
11 Students	1 Student	181 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
80 Students	73 Students		228 Students

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.