



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Park Elementary School	30-73650-6106850	Reapproval Oct. 13, 2025 / April 28, 2025	Reapproved Nov. 4th, 2025 / 6/24/2025

Purpose and Description

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

This school plan describes a School Wide Program that includes strategies, actions and services.

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

Meadow Park's school plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment, developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Needs Assessment.....	5
Priority Focus Areas/Identified Needs.....	15
Educational Partner Involvement	17
Annual Review	17
Priority Focus Area (Goal) 1:	22
Priority Focus Area (Goal) 2:	29
Priority Focus Area (Goal) 3:	34
Priority Focus Area (Goal) 4:	39
LCAP ITEM (High School & Middle Schools Only):	40
LCAP ITEM (Elementary Schools Only):	40
ATSI Identified Schools.....	41
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal	48
Recommendations and Assurances	50
School Site Council Membership	51
School and Student Performance Data	52
Student Enrollment.....	52
CAASPP Results.....	55
ELPAC Results	60
Student Population.....	64
Overall Performance	66
Academic Performance	68
Academic Engagement	75
Conditions & Climate.....	79
Instructions.....	81
Appendix A: Plan Requirements	88

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements91

Appendix C: Select State and Federal Programs94

Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	Analysis of Data and Identification of Student Needs Meadow Park Elementary conducted a comprehensive needs assessment to analyze student literacy performance, drawing on multiple data sources, including CAASPP ELA results, the California School Dashboard, the district's LPA Early Literacy Assessment (K–2), the English Learner Progress Indicator (ELPI), English learner reclassification rates, subgroup performance data, classroom observations, and local survey feedback (e.g., Panorama, and Thought Exchange). Year 2 Data Analyzed District LPA End-of-Year Reading Assessment (K–2, 2023–2024): Benchmark Not Met: 13.42% (31 students) Benchmark Nearly Met: 10.39% (24 students) Benchmark Met: 76.19% (176 students) CAASPP ELA Overall Performance (Grades 3–6, 2023–2024): Standard Not Met: 8.60% Standard Nearly Met: 12.74% Standard Met: 23.25% Standard Exceeded: 55.41% CAASPP ELA Overall Performance Level: Blue (330 students) CA Dashboard English Learner Progress Indicator (ELPI, 2024): 61.8% of English Learners made progress toward English language proficiency 50.9% progressed at least one ELPI level 5.5% decreased one ELPI level English Learners Student GroupState High performance level gauge, level 4 of 5 Green 61.8% making progress Increased 9.9% Number of Students: 55 Reclassification Rate (2024): 17.92% CA Dashboard Subgroup ELA Performance (2024): Students with Disabilities: Orange 21.5 points below standard (Maintained +2.6 pts, 59 students) English Learners: Green 43.1 points above standard (Declined -10.3 pts, 93 students)

	Literacy
	Hispanic Students: Green 30.7 points above standard (Declined -8.7 pts, 46 students) Socioeconomically Disadvantaged Students: Green 19.2 points above standard (Declined -21.5 pts, 85 students) Asian Students: Blue 88.4 points above standard (Maintained -2.6 pts, 98 students) Two or More Races: Blue 62.1 points above standard (Maintained +2.2 pts, 40 students) White Students: Blue 50.0 points above standard (Increased +5.9 pts, 126 students) Filipino Students: No Performance Color 70.4 points above standard (12 students) African American Students: No Performance Color Fewer than 11 students (8 students) Foster Youth: No Performance Color Fewer than 11 students (2 students)
Strengths	Overall schoolwide ELA achievement is very strong: 78.66% of students in Grades 3–6 met or exceeded standards on CAASPP, earning a Blue performance level on the CA Dashboard. Early foundational literacy is a strength area: 76.19% of K–2 students met or exceeded benchmark expectations on the District LPA, indicating success in early phonics and fluency instruction. Multiple student groups show high literacy performance: Asian (88.4 pts), White (50.0 pts), Filipino (70.4 pts), and Two or More Races (62.1 pts) students are all performing well above standard, with most earning Blue ratings, demonstrating access to rigorous, responsive literacy instruction. English Learners are making consistent language gains: 61.8% of EL students made progress on the ELPI, with more than half progressing at least one ELPI level.
Areas for Growth	Areas for Growth Recent performance declines in key student groups are concerning: Despite performing above standard, English Learners (-10.3 points), Hispanic students (-8.7 points), and Socioeconomically Disadvantaged students (-21.5 points) all declined in literacy performance. These shifts signal a need for increased instructional scaffolds, academic vocabulary development, and culturally responsive practices. Students with Disabilities are significantly below standard: This group scored 21.5 points below standard, earning an Orange rating, indicating a critical need for more inclusive instruction, targeted intervention, and progress monitoring. Nearly 1 in 4 K–2 students did not meet early reading benchmarks: 13.42% not met and 10.39% nearly met benchmark, suggesting a need to strengthen Tier 2 interventions, decoding strategies, and comprehension instruction at the primary level. Reclassification remains an area for growth: With a 17.92% reclassification rate, Meadow Park should continue to integrate academic language supports and improve EL access to grade-level literacy tasks. Limited subgroup data due to low enrollment (e.g., African American and Foster Youth populations) makes it difficult to measure trends, but emphasizes the importance of personalized outreach and inclusion for students in these groups.

	Literacy
	Additional Data Considered: To ensure robust data analysis, the following will be included in our 2025-26 data collection: Classroom Observations & Walkthroughs- Documentation of guided reading groups, integrated ELD, and balanced literacy routines across grade levels
Questions & Key Findings	Key Questions and Findings How can Meadow Park build on the success of high-performing groups (e.g., Asian, Filipino, White) to support historically underserved subgroups like ELs, SED students, and Students with Disabilities? What structures are in place to ensure early literacy interventions for primary students at risk of not meeting benchmarks by third grade? How can we close the growing performance gaps while maintaining the strong overall school performance in literacy? What PD or collaborative planning time is needed to further embed integrated ELD, UDL strategies, and academic discourse across all classrooms? How can school teams strengthen individual progress tracking for underrepresented groups like Foster Youth and African American students to ensure personalized support despite low enrollment numbers?

	Math
Data Analyzed	Analysis of Data and Identification of Student Needs Meadow Park Elementary conducted a comprehensive needs assessment to evaluate student performance in mathematics. This process included reviewing state and local data from CAASPP, the California School Dashboard, district end-of-year math assessments, subgroup performance trends, and cohort comparisons. Special attention was given to academic outcomes among English Learners, Students with Disabilities, and other significant subgroups. Year 2 District EOY Math Grade 1-5 2023-2024 34% or fewer correct: 3.41% (13) 35-64% correct: 19.95% (76) 65-84% correct: 33.07% (126) 85% or greater correct: 43.57% (166) District EOC Math Grade 6 2023-2024 34% or fewer correct: 2.63% (2) 35-64% correct: 36.84% (28) 65-84% correct: 34.21% (26) 85% or greater correct: 26.32% (20) CA Dashboard CAASPP Overall Math Grades 3-6 2023-2024 Standard Not Met: 9.72% Standard Nearly Met: 18.18% Standard Met: 26.65%

	Math
	Standard Exceeded: 45.45% CAASPP Mathematics All Students All StudentsState Very High performance level gauge, level 5 of 5 Blue 41 points above standard Maintained 2.2 Points Number of Students: 333 Students with Disabilities Student GroupState Low performance level gauge, level 2 of 5 Orange 45.9 points below standard Maintained -1.4 Points Number of Students: 58 Asian Student GroupState High performance level gauge, level 4 of 5 Green 71 points above standard Declined 5 Points Number of Students: 103 English Learners Student GroupState High performance level gauge, level 4 of 5 Green 34.8 points above standard Declined 5.6 Points Number of Students: 98 Hispanic Student GroupState High performance level gauge, level 4 of 5 Green 12.2 points above standard Increased 11.2 Points Number of Students: 46 Two or More Races Student GroupState Very High performance level gauge, level 5 of 5 Blue 40.5 points above standard Increased 9.9 Points Number of Students: 40 African American Student GroupState Gray performance level gauge, no performance level No Performance Color

	Math
	Fewer than 11 students - data not displayed for privacy Number of Students: 7 Filipino Student GroupState Gray performance level gauge, no performance level No Performance Color 73.5 points above standard Number of Students: 12 Foster Youth Student GroupState Gray performance level gauge, no performance level No Performance Color Fewer than 11 students - data not displayed for privacy Number of Students: 2 Homeless Student GroupState Gray performance level gauge, no performance level No Performance Color Fewer than 11 students - data not displayed for privacy Number of Students: 2 Mathematics Data Comparisons: English Learners Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics. Current English Learners 16.8 points below standard Increased 17 Points Number of Students: 40 Recently Reclassified English Learners 70.4 points above standard Declined 11.6 Points Number of Students: 58 English Only 39.1 points above standard Increased 6 Points Number of Students: 210
Strengths	Overall schoolwide performance in mathematics is strong, with a Blue performance level and 72.1% of students meeting or exceeding standards (CAASPP). Significant subgroup growth is evident among Hispanic students (+11.2 points) and students identified as Two or More Races (+9.9 points). Current English Learners demonstrated substantial improvement, increasing by 17 points toward standard, signaling strong support for math access through language scaffolds and designated/integrated ELD.

	Math
	Nearly half (43.57%) of students in Grades 1–5 scored 85% or higher on the district EOY assessment, indicating a strong grasp of foundational math concepts for a large portion of students.
Areas for Growth	Students with Disabilities continue to perform well below standard, scoring 45.9 points below and maintaining an Orange rating. This group needs stronger access to grade-level math instruction through accommodations, co-teaching, and specialized intervention. Grade 6 performance on the District EOC assessment lags behind Grades 1–5, with only 26.32% scoring 85% or higher and 36.84% in the 35–64% range. This indicates a need to support the transition to more abstract, middle school-aligned math content. Recently Reclassified English Learners declined by 11.6 points, suggesting the need for continued support and monitoring post-reclassification to ensure academic success beyond the EL designation. A combined 27.9% of students fell in the Standard Not Met or Nearly Met bands on CAASPP, highlighting the importance of Tier 2 intervention and targeted reteaching, particularly in Grades 3 and 4.
Questions & Key Findings	What instructional shifts or scaffolds can be implemented to better support Students with Disabilities in accessing conceptual and procedural math content? How can the school support Grade 6 teachers and students in preparing them for the transition to more complex mathematical standards and multi-step problem-solving? What systems can be used to sustain the growth of English Learners while also preventing academic regression post-reclassification? How might classroom-based formative assessments be used more strategically to identify students in the “Nearly Met” category early in the year and close gaps before the CAASPP window? What professional learning opportunities can support teachers in strengthening conceptual understanding, math discourse, and academic language for all learners?

	SEL/Behavior
Data Analyzed	Analysis of Data and Identification of Student Needs Meadow Park Elementary conducted a comprehensive needs assessment to evaluate students' social-emotional and behavioral needs. This included reviewing Panorama and Thought Exchange student and staff survey data from Spring 2025, with a focus on emotion regulation, self-management, school climate, and students' sense of belonging. Trends were compared with those from prior survey cycles to monitor progress and guide future Tier 1 and Tier 2 SEL supports and behavioral interventions. Year 2 Panorama & Hanover Student Surveys: Panorama- Teacher Perception Grades PK-2 Spring 2025

	SEL/Behavior
	Self-management: How well students manage their emotions, thoughts, and behaviors in different situations. Favorable 46% (Decrease 2 since last survey) Panorama- Student Social Emotional Competencies Grades 3-6 Spring 2025 Grades 3-6 Emotion Regulation: How well students regulate their emotions. Favorable 48% (0 change since last survey) Panorama- Student Supports and Environment (Equity) Grades 3-6 Spring 2025 Grades 3-6 School Climate: Perceptions of the school's overall social and learning climate. Favorable 61% (Increase 8 since last survey) Sense of Belonging: How much students feel that they are valued members of the school community. Favorable 68% (Increase 3 since last survey)
Strengths	Positive perceptions of school climate are rising: School climate saw an 8-point increase, indicating that students are noticing and experiencing an increasingly supportive and welcoming school environment. Students report a strong sense of belonging: With 68% of students feeling a sense of belonging, this metric is trending in a positive direction (+3 points), suggesting that schoolwide efforts to build community and connection (e.g., the “Building Belonging” theme, assemblies, class meetings) are having an impact.
Areas for Growth	Emotion regulation and self-management remain low across grade spans: Only 48% of students in Grades 3–6 rated emotion regulation favorably, with no change since the last survey cycle. Similarly, teacher perception of self-management in PK–2 was 46% favorable, with a 2-point decrease, indicating that many students struggle to manage behaviors, emotions, and impulses consistently. These findings highlight the need for ongoing instruction and modeling of SEL strategies, emotional vocabulary, and coping tools across grade levels. Additional Data Considered: Panorama & Hanover Student Surveys: Feedback on student literacy engagement, classroom belonging, and perceived support.
Questions & Key Findings	How can we more intentionally embed explicit SEL instruction into daily routines and across all grade levels to support emotion regulation and self-management?

	SEL/Behavior
	What systems are in place for Tier 2 SEL and behavioral support for students who are not responding to universal strategies? How are staff trained and supported to consistently reinforce SEL strategies, particularly in high-need or unstructured settings (e.g., playground, lunch, transitions)? What additional student voice and agency opportunities can be implemented to further boost sense of belonging and connectedness, especially for historically marginalized groups? How can classroom-level strategies be aligned with whole-school behavior expectations to ensure consistency and positive reinforcement across settings?

	School Climate
Data Analyzed	Analysis of Data and Identification of Schoolwide Needs Meadow Park Elementary conducted a school climate needs assessment using the California School Dashboard Chronic Absenteeism indicator and local perception data from the 2025 Thought Exchange Annual Climate Survey, with a focus on respect, inclusion, racism, student safety, and social-emotional learning. The assessment examined student, staff, and family perspectives to identify strengths and prioritize areas for growth in building a safe, inclusive, and responsive school environment. Year 2 CA Dashboard: Chronic Absenteeism 2024 11.1% Chronically Absent (6.2% Decline) Thought Exchange Annual Survey: Climate- Respect and Diversity 2025 Respect for Diversity Students at my school treat all staff with respect. 53% of students agree or strongly agree 69% of parents agree or strongly agree 62% of staff agree or strongly agree (47% of students strongly disagree, disagree, or Don't Know) Students in my school treat each other with respect. 50% of students agree or strongly agree 73% of parents agree or strongly agree 81% of staff agree or strongly agree (51% of students strongly disagree, disagree, or Don't Know) 2025 Respect for Diversity I have experienced racism at school. 28% of students agree or strongly agree 14% of parents agree or strongly agree % of staff agree or strongly agree (72% of students strongly disagree, disagree, or Don't Know) I have witnessed racism at my school. 46% of students agree or strongly agree 10% of parents agree or strongly agree

	School Climate
	% of staff agree or strongly agree (55% of students strongly disagree, disagree, or Don't Know) School Safety and Discipline 2025 Safety and Discipline Where do you feel unsafe? 46% of students feel unsafe at recess/break/and lunch at my school 29% of students feel unsafe "other" I feel safe at my school? 81% of students agree or strongly agree My child feels safe in all places at this school? 89% of parents agree or strongly agree (19% of students strongly disagree, disagree, or Don't Know) Social-emotional Learning 2025 Social Emotional Learning I can explain my feelings to others. 59% of students agree or strongly agree 86% of parents agree or strongly agree (41% of students strongly disagree, disagree, or Don't Know) Thought Exchange Annual Survey: Inclusive Practices Spring 2025 Inclusive Curriculum I see my culture represented in the school curriculum/activities/posters/book 60% of students agree or strongly agree I select and design curriculum that represents different cultures. 93% of staff agree or strongly agree (39% of students Strongly disagree, Disagree, or Don't Know)
Strengths	Improvement in chronic absenteeism: A 6.2% decrease from the previous year indicates that efforts to support attendance are beginning to have an impact. Overall student safety perception is strong: 81% of students report feeling safe at school, with even higher confidence among families (89%). School climate is improving: Panorama data shows a significant +8 point gain in school climate favorability, suggesting positive momentum in students' experiences at school. Staff are prioritizing inclusive curriculum: 93% of staff report they actively include diverse cultural perspectives in their planning and resources.
Areas for Growth	Peer-to-peer respect is a key concern: Only 50% of students feel students treat each other with respect, while 51% either disagree or are unsure—this signals a need for stronger community-building and peer relationships. Racism is being witnessed and experienced by a significant portion of students: 28% report experiencing racism, and 46% have witnessed it. These rates underscore the urgent need for schoolwide equity training, anti-bias education, and restorative practices.

	School Climate
	Recess and unstructured times are areas where students feel least safe: Nearly half of students (46%) feel unsafe during breaks and lunch, pointing to a need for more supervision, conflict resolution supports, and inclusive activities during these times. Students' self-expression and SEL skills need development: Only 59% of students feel they can explain their feelings, compared to much higher parent perception (86%), suggesting a disconnect between internal regulation and outward communication. Perception gap between students and staff on representation: While 93% of staff report designing inclusive curriculum, only 60% of students feel their culture is represented—indicating a need to better align intent with student experience and elevate student voice in planning.
Questions & Key Findings	How can we strengthen schoolwide practices to promote respect, inclusion, and belonging among students? What professional learning opportunities are needed to help staff more effectively recognize, prevent, and respond to racism or exclusionary behavior? How can we better support students during recess and lunch, ensuring both physical and emotional safety in unstructured settings? What Tier 1 SEL routines, lessons, and structures can help students improve emotion regulation and communication skills across grade levels? How can we amplify student voice and ensure curriculum decisions and schoolwide visuals authentically reflect the diversity of our student population?

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

At Meadow Park Elementary School, our mission to ensure equitable academic and social-emotional growth for all students continues to guide our school improvement efforts. Drawing from a comprehensive analysis of CAASPP performance data, the California Dashboard, local assessments (LPA, EOY/EOC), Panorama SEL and school climate data, and Thought Exchange stakeholder surveys, we have identified a focused set of Priority Areas for the 2025–2026 School Plan for Student Achievement (SPSA).

While celebrating overall success—including high academic achievement, increased school climate ratings, and improved chronic absenteeism—we recognize that persistent opportunity gaps remain, particularly for Students with Disabilities, English Learners, and students in need of more consistent social-emotional and behavioral support. The following focus areas were identified as critical levers for systemwide improvement:

1. Targeted Support for Students with Disabilities (SWD)

Root Cause:

SWD continue to score significantly below standard in both ELA (–21.5 points) and Math (–45.9 points), earning Orange performance levels on the CA Dashboard in both subjects. Limited access to rigorous, scaffolded Tier 1 instruction and inconsistent differentiation are contributing to these ongoing disparities.

Identified Need:

Enhance access to inclusive, grade-level curriculum through co-teaching, Universal Design for Learning (UDL) strategies, and targeted interventions.

Enhance collaboration between general education and special education teams to monitor progress and align support services.

Provide job-embedded professional learning focused on differentiated instruction, accommodations, and progress monitoring.

2. Strengthening Reclassification Pathways and Post-Reclassification Support for English Learners

Root Cause:

While 61.8% of current English Language Learners (ELs) made progress toward English proficiency, reclassification remains low (17.92%), and Recently Reclassified ELs declined in math by 11.6 points. These trends suggest a gap in sustained academic language support before and after reclassification.

Identified Need:

Implement consistent monitoring and academic support for R-FEPs to maintain progress.

Strengthen designated and integrated ELD practices across all grade levels.

Expand access to academic vocabulary development, oral language, and structured writing supports.

3. Safe, Respectful, and Inclusive School Climate

Root Cause:

Although overall school climate ratings improved by 8 points, only 50% of students feel that their peers treat each other with respect, and 46% feel unsafe during recess or lunch. Additionally, 28% of students report experiencing racism, and 39% do not see their culture reflected in the school environment. These findings

highlight ongoing issues around peer relationships, cultural representation, and equity in unstructured settings.

Identified Need:

Expand student voice opportunities to co-design solutions for improving recess and lunch safety, as well as promoting cultural inclusion.

Implement structured play programs and train supervisors in proactive supervision and conflict resolution.

Elevate inclusive practices in curriculum, visuals, and schoolwide activities to better reflect student identities.

Deliver anti-bias and cultural proficiency professional development for staff.

4. Social-Emotional Learning (SEL) and Emotional Regulation

Root Cause:

Panorama data shows that only 48% of students in grades 3–6 report being able to regulate emotions, and PK–2 teacher ratings of self-management dropped to 46% favorable. Students continue to struggle with self-regulation, and current social-emotional learning (SEL) supports are not yet universally embedded.

Identified Need:

Implement a consistent, schoolwide SEL curriculum that includes emotion identification, self-management, and peer relationships.

Provide staff PD on trauma-informed practices and restorative approaches to discipline.

Increase access to Tier 2 SEL groups and individualized check-ins for students needing additional regulation support.

5. Academic Engagement and Equitable Access to Enrichment

Root Cause:

Disparities in engagement during unstructured times and limited enrichment opportunities for marginalized groups can lead to disengagement and absenteeism. Although absenteeism improved (–6.2%), 11.1% remain chronically absent, particularly among English Learners (15.1%) and Socioeconomically Disadvantaged students (18.6%).

Identified Need:

Expand access to lunchtime and after-school clubs, interest-based engagement, and student leadership roles.

Strengthen partnerships with families to reduce chronic absenteeism through home-school connection, incentives, and personalized support.

Continue Title I-funded engagement events and student-led activities that build community and affirm student identity.

By focusing on these priority areas—academic inclusion, reclassification support, cultural and physical safety, emotional regulation, and equitable enrichment—Meadow Park will continue building a school environment where every student is seen, supported, and empowered to thrive.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

Meadow Park Elementary engaged various educational partners in the comprehensive needs assessment process to ensure a holistic understanding of student needs and priorities for the 2025–2026 school year. These partners included the School Site Council (SSC), the English Language Advisory Council (ELAC), our site's Intervention Team, the Multi-Tiered System of Support (MTSS) Team, and parents and guardians.

The SSC played a key role in reviewing and providing input on Title I documents and procedures, analyzing California State Dashboard data, and supporting the alignment of schoolwide goals with student outcome data. ELAC members contributed by participating in our site's Annual Needs Assessment Survey and were provided opportunities to give feedback and input during regularly scheduled ELAC meetings.

SSC Meeting Schedule 2024-2025

November 5, 2024

February 3, 2024

March 24, 2025

April 28, 2025

MTSS Meeting Schedule 2024-2025

September 26

October 24

November 21

December 19

January 23

February 27

March 27

May 29

ELAC Meeting Schedule 2024-2025

February 20, 2025

May 15, 2025

May 29, 2025

Our Intervention Team and MTSS Team contributed to the needs assessment through collaborative review and discussion of site and district-level data sources, including the IUSD Annual Thought Exchange Survey, CAASPP scores, STAR Renaissance ELA data, Literacy Performance Assessment (LPA) data, ELPAC results, and report card data. They also conducted an Intervention Resource Analysis to evaluate the effectiveness of current systems and identify areas for improvement.

Parents and guardians participated in our site's Annual Needs Assessment Survey and the districtwide Thought Exchange Survey, ensuring their perspectives and priorities were reflected in our planning process.

Educational partners consistently engage throughout the SPSA development, implementation, and annual review process. The School Site Council meets regularly to monitor progress toward SPSA goals, review relevant data, and provide feedback on proposed actions and services. The ELAC is consulted on matters related to English Learners and reviews components of the SPSA that impact language acquisition and access to education.

Site-based teams, including the Intervention and MTSS Teams, contribute to identifying student needs, aligning resources, and monitoring the effectiveness of support systems. Feedback gathered from these partners, in combination with ongoing data review, directly informs annual updates and ensures the SPSA remains a responsive and living document that reflects the evolving needs of our school community.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Based on the actual outcomes, Meadow Park Elementary School made progress toward the goals outlined in our 2024-25 School Plan for Student Achievement (SPSA), particularly in the areas of school climate, student engagement, and instructional collaboration. While several strategies were implemented with fidelity and yielded positive impact, there are also areas in which implementation was inconsistent or limited due to resource constraints and competing priorities.

Implemented Strategies and Effectiveness

Goal 1: Positive School Climate and System of Supports

Strategies such as PBIS enrichment, student engagement opportunities, and schoolwide SEL instruction were successfully implemented. Assemblies, lunch clubs, calm corners, morning meetings, and restorative conversations supported students' sense of belonging.

The implementation of the Panorama screener, SEL newsletters, and guidance support from our ERC and GA positively contributed to a supportive climate.

Monthly themes, classroom visits by the counselor, and enhanced communication between home and school strengthened school-family partnerships.

Goal 2: Proficiency in State Standards

Grade-level Professional Learning Communities (PLCs) met regularly, with weekly and extended release opportunities to analyze data and structure instruction to meet students' needs.

WIN (What I Need) intervention blocks in ELA were in place across most grade levels, though math interventions remained an area for growth.

Instructional Assistant support, particularly for ELs in primary grades, was effective in small group literacy instruction.

The ELD program utilized Imagine Learning and integrated language support materials to bolster English language development, especially in K-2.

Tech-supported interventions like Lexia and iReady were consistently utilized in targeted settings.

Goal 3: Equity and Access

Meadow Park offered expanded adjunct programs and leadership opportunities to promote engagement across all student populations.

Inclusive curriculum materials, including culturally representative texts and Abilities Awareness activities, were implemented schoolwide.

Ongoing family engagement through workshops, ELAC, SSC, and PTA helped foster a sense of community voice and shared responsibility.

Targeted EL support through extended day intervention and EL Bootcamp sessions helped increase engagement and begin to address reclassification goals.

Strategies Not Fully Implemented and Why

Tier 2 math interventions were not implemented consistently due to a lack of structured systems, resources, and personnel. While Tier 3 support was prioritized and some teacher-led interventions were in place, math remains an area of need sitewide, as confirmed by site-level intervention analyses.

Extended learning opportunities beyond the school day, while planned, were not carried out to the degree intended. Challenges included staff availability, limited funding flexibility, and prioritization of in-school Tier 3 support.

Early intervention in Kindergarten did not materialize in a formalized way. While some small group supports existed, Kinder was not included in WIN or intervention planning, a gap identified by the MTSS team.

Despite the focus on IA support during WIN, implementation was inconsistent across grade levels due to scheduling logistics and limited IA availability.

While assemblies and SEL lessons were delivered regularly, questions remain regarding their measurable impact on improving student perception of safety and respect during unstructured times, such as lunch and recess. This suggests a need for more intentional strategies in this area.

Which strategies were most effective? Least effective?

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

Overall Implementation and Effectiveness of Strategies/Actions to Achieve Each Goal

Throughout the 2024–25 school year, Meadow Park implemented a broad range of strategies aimed at supporting student academic and social-emotional growth, fostering a positive and inclusive school climate, and ensuring equitable access to programs and services. While implementation was robust in many areas, certain strategies required mid-year adjustments or were deferred due to staffing limitations or funding constraints.

Goal 1: Create a Positive School Climate and System of Supports

Effectiveness:

Most effective strategies included:

PBIS Enrichment Systems such as Boosters, ROPES Coupons, the Mustang Derby, and raffles—helped reinforce positive behavior and fostered a sense of connection.

Schoolwide SEL integration, including morning meetings, restorative conversations, classroom calm corners, and the use of Second Step and Calm Classroom. These were consistently implemented and contributed to students' ability to identify and regulate emotions.

The Elementary Resource Counselor (ERC) and Guidance Assistant (GA) provided significant support through individual counseling, whole-class SEL lessons, and responsive interventions.

Panorama and Hanover data reflected strong staff-student relationships and family satisfaction with cultural respect and community building.

Least effective strategies:

Despite our efforts, student perception of safety and respect at recess and lunch remained low, particularly among our most marginalized groups. While assemblies and SEL lessons were delivered, their measurable impact on these unstructured times was limited.

There was also inconsistent tracking of behavior data and follow-through on behavior referrals, which impacted our ability to assess trends and provide proactive support.

Budget Variance:

Funds budgeted for recess and lunch materials and SEL enrichment were effectively used to support engagement, yet additional supervision and targeted programming may be necessary in future cycles to improve student safety and respect during these times.

Goal 2: Ensure All Students Attain Proficiency in State Standards

Effectiveness:

Most effective strategies included:

Weekly PLCs with structured release time, allowing teams to collaborate on essential standards, analyze data, and plan instruction.

Targeted Tier 3 intervention in ELA supported by Tier 3 Teachers and EL Instructional Assistants in primary grades helped students access foundational literacy instruction.

Summation Days (data collaboration days) enabled the MTSS and grade-level teams to review student progress and adjust WIN groupings.

Least effective strategies:

Tier 2 math interventions were not implemented consistently. While WIN time for ELA was in place across grades, math intervention was deprioritized, and site data confirms that many students needing math support were not served.

IA utilization during WIN was inconsistent across classrooms due to limited scheduling flexibility and gaps in staff training or availability.

Kindergarten students were largely excluded from intervention plans, despite growing evidence that early support may prevent future academic risk.

Budget Variance:

Budgeted funds for additional instructional support for math intervention (Tier 2) were underutilized, as efforts remained centered on Tier 3 ELA systems.

Some technology-enhanced learning tools were purchased but not fully integrated due to training or time limitations.

Goal 3: Address Barriers Limiting Student Participation and Ensure Equity in Resource Allocation

Effectiveness:

Most effective strategies included:

Inclusive curriculum additions (e.g., diverse library titles, Abilities Awareness materials, and classroom visual representations) promoted visibility and belonging.

ELD Bootcamps and extended day supports for newcomers created access points for language learners.

Family partnerships through ELAC, SSC, and PTA continued to be strong, with active participation in site planning and feedback loops.

Adjunct programs and student leadership opportunities expanded to allow broader participation.

Least effective strategies:

Reclassification rates remained low, despite expanded ELD supports, indicating that further refinement is needed in language acquisition instruction and progress monitoring.

Although some extended support services for students and families were implemented, broader participation in after-school programs remained limited due to staffing, communication, and transportation challenges.

Budget Variance:

Allocations for parent workshops and community engagement activities were not fully spent due to scheduling challenges and limited turnout.

Resources for extended day academic support were only partially used due to lack of staff to run additional sessions.

Summary of Major Budget and Implementation Differences

Several strategies intended to build Tier 2 supports—particularly in math—were not fully implemented, leading to underutilization of funds for intervention materials and staffing.

Family and community engagement funds were partially underspent, as some planned events or sessions had to be postponed or consolidated.

Supplemental materials and engagement opportunities were widely used, especially for SEL and school climate initiatives, helping to drive success in student connectedness and teacher-student relationships.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)?

Goal 1: Create a Positive School Climate and System of Supports

Proposed Changes:

Strengthen metrics that more closely track behavior trends by grade level and demographic subgroup, including office discipline referrals (ODRs), minor/major infractions, and patterns in unstructured time such as recess/lunch.

Expand Tier 1 SEL implementation by aligning schoolwide monthly SEL themes with classroom lessons, assemblies, and family engagement efforts to ensure continuity and maximize impact.

Increase supervision and student leadership during recess and lunch to enhance safety, inclusivity, and connection—especially for students who report feeling unsafe or disrespected.

Continue investing in restorative practices professional development, but include more targeted coaching cycles and model lessons to support consistent implementation.

Evaluate the effectiveness of enrichment activities (clubs, assemblies, raffles) using student surveys and participation data to determine impact and equity of access.

Goal 2: Ensure All Students Attain Proficiency in State Standards

Proposed Changes:

Revise the intervention structure to ensure Tier 2 math support is in place across grade levels.

This includes:

Building a Tier 2 math menu of interventions

Providing teacher training on implementing small-group math support

Utilizing Tier 3 teacher time or IAs to begin bridging this gap

Include Kindergarten in intervention planning, beginning with small-group support in foundational skills and structured iPad access for Lexia/ST Math.

Enhance PLC consistency by providing facilitation support and reinforcing a structured cycle of inquiry aligned with MTSS.

Adjust metrics to disaggregate data by subgroups (e.g., ELs, Students with Disabilities, SED) and track incremental growth using local data tools (LPA, ORA, STAR, and common formative assessments).

Realign IA schedules to maximize push-in time during WIN blocks, especially for EL and SED students needing foundational support.

Goal 3: Address Barriers and Ensure Equity in Access and Participation

Proposed Changes:

Expand reclassification tracking with mid-year progress checks and follow-up supports for Long-Term ELs and ELs at risk of stagnation.

Ensure that inclusive curriculum initiatives are paired with teacher training on how to meaningfully integrate diverse voices across content areas.

Address equity in access to extended day learning by exploring new models that reduce reliance on volunteerism and consider transportation or targeted recruitment.

Revise metrics to include participation and attendance data for before/after-school programming and link them to subgroup analysis (e.g., ELs, SED, Newcomers).

Consider allocating more funding for targeted newcomer family supports, including translation, onboarding resources, and direct communication pathways.

Cross-Goal Adjustments to Consider for 2025–26 SPSA

Continue aligning SPSA goals with district LCAP priorities, while refining site-based systems (MTSS, PLC, PBIS) to ensure they are interdependent, measurable, and equity-centered.

Prioritize professional development that builds internal capacity for Tier 2 instruction, culturally responsive teaching, and restorative practices through job-embedded supports.

Reassess budget allocations to ensure underutilized funds (e.g., extended day, parent workshops) are either more strategically deployed or reallocated to areas of high need such as math intervention or campus climate initiatives.

Priority Focus Area (Goal) 1:

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

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
1. CA Dashboard: Chronic Absenteeism	2023 17.4% Chronically Absent	2024 11.1% Chronically Absent	2027 15.4% Chronically Absent
2. Thought Exchange (Hanover)- Climate Respect for diversity (Respect)	2024 Respect for Diversity Students at my school treat people/all staff with respect. 43% of students agree or strongly agree 75% of parents agree or strongly agree 54% of staff agree or strongly agree (57% of students neither agree nor disagree, or strongly disagree) Students treat one another with respect. 36% of students agree or strongly agree 65% of parents agree or strongly agree 92% of staff agree or strongly agree (63% of students neither agree nor disagree, disagree, or strongly disagree)	2025 Respect for Diversity Students at my school treat all staff with respect. 53% of students agree or strongly agree 69% of parents agree or strongly agree 62% of staff agree or strongly agree (47% of students strongly disagree, disagree, or Don't Know) Students in my school treat each other with respect. 50% of students agree or strongly agree 73% of parents agree or strongly agree 81% of staff agree or strongly agree (51% of students strongly disagree, disagree, or Don't Know)	2027 Respect for Diversity Students at my school treat people/all staff) with respect. 52% of students agree or strongly agree Students treat one another with respect. 45% of students agree or strongly agree
3. Thought Exchange (Hanover)- Climate Respect for diversity (Racism)	2024 Respect for Diversity I have experienced racism at school. 23% of students agree or strongly agree 10% of parents agree or strongly agree 9% of staff agree or strongly agree (76% of students neither agree nor disagree,	2025 Respect for Diversity I have experienced racism at school. 28% of students agree or strongly agree 14% of parents agree or strongly agree % of staff agree or strongly agree (72% of students strongly disagree, disagree, or Don't Know)	2027 Respect for Diversity I have experienced racism at school. 10% of students agree or strongly agree I have witnessed racism at my school. 24% of students agree or strongly agree

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	disagree, or strongly disagree) I have witnessed racism at my school. 44% of students agree or strongly agree 16% of parents agree or strongly agree 30% of staff agree or strongly agree (57% of students neither agree nor disagree, disagree, or strongly disagree)	I have witnessed racism at my school. 46% of students agree or strongly agree 10% of parents agree or strongly agree % of staff agree or strongly agree (55% of students strongly disagree, disagree, or Don't Know)	
4. Thought Exchange (Hanover)- Climate School safety and discipline	2024 Safety and Discipline Where do you feel unsafe? 50% of students feel unsafe at recess/break/and lunch at my school 42% of students feel unsafe "other"	2025 Safety and Discipline Where do you feel unsafe? 46% of students feel unsafe at recess/break/and lunch at my school 29% of students feel unsafe "other" I feel safe at my school? 81% of students agree or strongly agree My child feels safe in all places at this school? 89% of parents agree or strongly agree (19% of students strongly disagree, disagree, or Don't Know)	2027 Safety and Discipline Where do you feel unsafe? 25% of students feel unsafe at recess/break/and lunch at my school 21% of students feel unsafe "other" I feel safe at my school? 90% of students agree or strongly agree My child feels safe in all places at this school? 95% of parents agree or strongly agree
5. Thought Exchange (Hanover)- Climate Social-emotional learning	2024 Social Emotional Learning I can explain my feelings to others. 45% of students agree or strongly agree 82% of parents agree or strongly agree (54% of students neither agree nor disagree, disagree, or strongly disagree)	2025 Social Emotional Learning I can explain my feelings to others. 59% of students agree or strongly agree 86% of parents agree or strongly agree (41% of students strongly disagree, disagree, or Don't Know)	2027 Social Emotional Learning I can explain my feelings to others. 85% of students agree or strongly agree
6. Panorama- Teacher Perception Grades PK-2	Spring 2024 Self-management: How well students manage their emotions, thoughts, and	Spring 2025 Self-management: How well students manage their emotions, thoughts, and	Spring 2027 Self-management: How well students manage their emotions, thoughts, and

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	behaviors in different situations. Favorable 45%	behaviors in different situations. Favorable 46% (Decrease 2 since last survey)	behaviors in different situations. Favorable 51%
7. Panorama- Student Social Emotional Competencies Grades 3-6	Spring 2024 Grades 3-6 Emotion Regulation: How well students regulate their emotions. Favorable 47%	Spring 2025 Grades 3-6 Emotion Regulation: How well students regulate their emotions. Favorable 48% (0 change since last survey)	Spring 2027 Grades 3-6 Emotion Regulation: How well students regulate their emotions. Favorable 53%
8. Panorama- Student Supports and Environment (Equity) Grades 3-6	Spring 2024 Grades 3-6 School Climate: Perceptions of the school's overall social and learning climate. Favorable 54% Sense of Belonging: How much students feel that they are valued members of the school community. Favorable 67%	Spring 2025 Grades 3-6 School Climate: Perceptions of the school's overall social and learning climate. Favorable 61% (Increase 8 since last survey) Sense of Belonging: How much students feel that they are valued members of the school community. Favorable 68% (Increase 3 since last survey)	Spring 2027 Grades 3-6 School Climate: Perceptions of the school's overall social and learning climate. Favorable 60% Sense of Belonging: How much students feel that they are valued members of the school community. Favorable 73%
9. 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.	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, 2026, 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.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:	YEAR 1: LCFF Base	YEAR 1: 8,000.00	YEAR 1:	YEAR 1:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
1. Recess and Lunch Supports and Materials to increase involvement and engagement 2. Supplemental Program Support 3. Adjunct Student Clubs and Engagement 4. Summer Adjunct & Committee Planning x2 5. Student Engagement to include, but not limited to, SEL supports, materials, and resources 6. Supplemental Program Supports and Materials 7. Inclusive Curriculum Support and Materials 8. Parent and Family Engagement 9. PBIS Schoolwide Enrichment Support- assemblies, communities partnerships, guest speakers, resources & materials 10. Intervention Systemwide supports, including, but not limited to, planning collaboration and data review, support and materials 11. Supplemental Supports specific to EL student and family supports, increasing access and engagement	Lottery LCFF Base LCFF Base Title I LCFF Base LCFF Supplementa Title I Title I LCFF Supplementa LCFF Supplementa I	3,000.00 6,000.00 6,000.00 9,979.12 43,038.84 3,030.00 1,586.00 13,850.00 10,993.65 5,385.35	1. All students 2. All Students 3. All Students 4. All Students 5. All Students 6. All Students 7. EL Students 8. All Students 9. All Students 10. Marginalized Populations 11. EL Students	1. Administratio n, School Support TOSA, MTSS Team Members 2. Administratio n, School Support TOSA, and PE Para Lead Designee 3. Administratio n, School Support TOSA, Adjunct Leads and Support Staff 4. Administratio n, School Support TOSA, Adjunct Leads and Support Staff 5. Administrator , School Support TOSA, ERC 6. Administratio n, School Support TOSA 7. Administratio n, School Support TOSA, EL Site Rep. 8. Administratio n, School

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
				Support TOSA 9.MTSS and Adjunct Teams 10. Intervention Team 11. Administration, School Support TOSA, Site ELAC Representative
YEAR 2: 1. Recess and Lunch Supports and Materials to increase involvement and engagement and leadership skills for students 2. Supplemental Program Support 3. Adjunct Student Clubs and Engagement 4. Summer Adjunct & Committee Planning x2 5. Student Engagement to include, but not limited to, SEL supports, materials, and resources 6. Supplemental Program Supports and Materials 7. Inclusive Curriculum Support and Materials 8. Parent and Family Engagement 9. PBIS Schoolwide Enrichment Support- assemblies, communities partnerships, guest speakers, resources & materials 10. Intervention Systemwide supports, including, but not limited to, planning collaboration and data review, support and materials 11. Supplemental Supports specific to EL student and family supports, increasing access and engagement	YEAR 2: LCFF Base Lottery LCFF Base LCFF Base Title I LCFF Base LCFF Supplemental Title I Title I LCFF Supplemental LCFF Supplemental LCFF Supplemental	YEAR 2: 23,000.00 10414.20 23408.93 6,000.00 9,979.12 43,038.84 3,030.00 13,850.00 10,993.65 5,385.35	YEAR 2: 1. All students 2. All Students 3. All Students 4. All Students 5. All Students 6. All Students 7. EL Students 8. All Students 9. All Students 10. Marginalized Populations 11. EL Students	YEAR 2: 1. Administration, School Support TOSA, MTSS Team Members 2. Administration, School Support TOSA, and PE Para Lead Designee 3. Administration, School Support TOSA, Adjunct Leads and Support Staff 4. Administration, School Support TOSA, Adjunct Leads and Support Staff 5. Administrator, School

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
					Support TOSA, ERC 6. Administration, School Support TOSA 7. Administration, School Support TOSA, EL Site Rep. 8. Administration, School Support TOSA 9. MTSS and Adjunct Teams 10. Intervention Team 11. Administration, School Support TOSA, Site ELAC Representative
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Establishing designated PLCs prioritizing respect, diversity, and safety fosters collaboration among staff, enhancing teaching effectiveness and fostering a culture valuing every member's unique identity. Our intentional SEL focus equips students with essential skills, promoting confidence and resilience while fostering a supportive environment where every student feels valued. Embedding SEL practices ensures equitable access to social and emotional resources, dismantling systemic barriers and promoting inclusivity. Together, these initiatives enhance academic outcomes and create a community where every member thrives, regardless of background.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Restorative Practice: We will offer comprehensive professional learning opportunities to staff focused on restorative practices and systemic behavioral responses. These efforts include revamping our schoolwide office referrals process, revisiting and norming sitewide minors and majors, and enhancing our academic, socio-emotional, and behavioral support referral systems.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Year 2: Math Instructional Practices, focusing on Math Talks, CGI, and Fluency: We will offer comprehensive professional learning opportunities focused on enhancing Math Instructional Practices, specifically targeting Math Talks, Cognitively Guided Instruction (CGI), and Math Fluency. This initiative aims to address barriers limiting student participation in math programs, ensure equity in the allocation of resources, and create a positive school climate with robust support systems for students. Year3: GLAD Training: We will offer comprehensive professional learning opportunities focused on Guided Language Acquisition Design (GLAD) training. This initiative aims to enhance instructional strategies for English Language Learners (ELLs) and improve academic outcomes for all students. GLAD training will significantly contribute to our positive school climate and comprehensive system of support for student's personal and academic growth by promoting inclusive practices, enhancing student engagement, and strengthening relationships.			

Priority Focus Area (Goal) 2:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
LPA EOY Reading Assessment Level Overall K-2 eduClimber	2022-2023 Bench Not Met: 12.56% (27) Bench Nearly Met: 13.49% (29) Bench Met: 73.95% (159)	2023-2024 Bench Not Met: 13.42% (31) Bench Nearly Met: 10.39% (24) Bench Met: 76.19% (176)	2027 Bench Not Met: 12.56% Bench Nearly Met: 13.49% Bench Met: 73.95%
CA Dashboard: CAASPP Overall ELA 3-6	2022-2023 Standard Not Met: 10.86% (33) Standard Nearly Met: 11.18% (34) Standard Met: 24.67% (75) Standard Exceeded: 53.29% (162)	2023-2024 Standard Not Met: 8.60% Standard Nearly Met: 12.74% Standard Met: 23.25% Standard Exceeded: 55.41	2027 Standard Not Met: 10.86% Standard Nearly Met: 11.18% Standard Met: 24.67% Standard Exceeded: 53.29%
IUSD EOY Math Grade 1-5	2022-2023 34% or fewer correct: 2.65% (10) 35-64% correct: 17.99% (68) 65-84% correct: 31.48% (119) 85% or greater correct: 47.88% (181)	2023-2024 34% or fewer correct: 3.41% (13) 35-64% correct: 19.95% (76) 65-84% correct: 33.07% (126) 85% or greater correct: 43.57% (166)	2027 34% or fewer correct: 1% 35-64% correct: 13.34% 65-84% correct: 34.51% 85% or greater correct: 41.15%
CA Dashboard: CAASPP Overall Math 3-6	2022-2023 Standard Not Met: 10.16% (31) Standard Nearly Met: 16.72% (51) Standard Met: 27.21% (83) Standard Exceeded: 45.9% (140)	2023-2024 Standard Not Met: 9.72% Standard Nearly Met: 18.18% Standard Met: 26.65% Standard Exceeded: 45.45%	2027 Standard Not Met: 8% Standard Nearly Met: 14% Standard Met: 30% Standard Exceeded: 48%
IUSD EOC Math Grade 6	2022-2023 34% or fewer correct: 8.22% (6) 35-64% correct: 39.73% (29) 65-84% correct: 36.29% (77) 85% or greater correct: 15.07% (11)	2023-2024 34% or fewer correct: 2.63% (2) 35-64% correct: 36.84% (28) 65-84% correct: 34.21% (26)	2027 34% or fewer correct: 3.22% 35-64% correct: 33.73% 65-84% correct: 42.29% 85% or greater correct: 20.76%

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		85% or greater correct: 26.32% (20)	
English Learner Progress Indicator (ELPI)- CAASPP	2023 Making Progress toward English Language Proficiency 51.9% (52) Declined 12.8%	2024 Making Progress toward English Language Proficiency: 61.8% (55) Increased: 9.9%	2027 Making Progress toward English Language Proficiency 57.9%
English Language Reclassification Rate	2023 12%	2024 17.92%	2027

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 1. IUSD Supported software programs, digital curriculum support and software, and including, but not limited to support materials to support instruction 2. PE Paras to support MTSS/PLC 3. PE Paras to support MTSS/PLC 4. Parent Engagement and Education, including but not limited to workshops, materials, and presenters 5. Primary and Upper Data Summation Day- 6 days total 6. Extended Day Enrichment and Support, including but not limited to services and materials 7. Additional Program Support, IA support for ELA and Math and additional guidance support, specific to EL Students 8. MTSS PLC 4x5 including but not limited to Instructional Rounds, observation and coaching, etc. 9. Supplemental Program Supports and Materials 10. EL Program Supports include but are not limited to teacher professional development, data review and curriculum support mapping, support materials, and student support needs to help enhance language acquisition 11. Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of	YEAR 1: LCFF Supplemental Title I LCFF Base Title I Title I Title I LCFF Supplemental LCFF Base Title I LCFF Supplemental	YEAR 1: 10,150.00 31,901.94 42,564.92 1,586.00 5,279.81 5,702.86 21,081 6,260.24 6,440.44 19,790.57	YEAR 1: 1. EL Students 2. All Students 3. All Students 4. All Students 5. All Students 7. EL Student 8. All Students 9. Title 1 Students 10. EL Students	YEAR 1: 1. Administration, EL Site Rep. 2. Administration 3. Administration 4. Administration, School Support TOSA, Adjunct Leads 5. Administration, School Support TOSA, Tier 3 Teacher, Literacy Lead, ILTs 6. Administration, School Support TOSA, Tier 3

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
formative assessments and flexible grouping to improve outcomes aligned with district goals.				Teacher, Literacy Lead, ILTs, Certificated Teachers and IA Support 7. Administration, School Support TOSA 8. Administration, School Support TOSA, Tier 3 Teacher, Literacy Lead, ILTs, Certificated Teachers 9. Administration, School Support TOSA 10. Administration, School Support TOSA, MTSS Team, ELPAC Site Representative
YEAR 2: 1. IUSD Supported software programs, digital curriculum support and software, and including, but not limited to support materials to support instruction 3. PE Paras to support MTSS/PLC 4. Parent Engagement and Education, including but not limited to workshops, materials, and presenters 5. Primary and Upper Data Summation Day- 6 days total 6. Extended Day Enrichment and Support, including but not limited to services and materials 7. Additional Program Support, IA support for ELA and Math and additional guidance support, specific to EL Students	YEAR 2: LCFF Supplemental LCFF Base Title I Title I Title I LCFF Supplemental LCFF Base	YEAR 2: 10,150.00 42,564.92 2246.00 13760.26 5,702.86 21,081 6,260.24 6,440.44 19,790.57	YEAR 2: 1. EL Students 2. All Students 3. All Students 4. All Students 5. All Students 7. EL Student	YEAR 2: 1. Administration, EL Site Rep. 2. Administration 3. Administration 4. Administration, School Support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
8. MTSS PLC 4x5 including but not limited to Instructional Rounds, observation and coaching, etc. 9. Supplemental Program Supports and Materials 10. EL Program Supports include but are not limited to teacher professional development, data review and curriculum support mapping, support materials, and student support needs to help enhance language acquisition, including but not limited to before and after-school tutoring, specifically for our EL students	Title I LCFF Supplementa I		8. All Students 9. Title 1 Students 10.EL Students	TOSA, Adjunct Leads 5. Administration, School Support TOSA, Tier 3 Teacher, Literacy Lead, ILTs 6. Administration, School Support TOSA, Tier 3 Teacher, Literacy Lead, ILTs, Certificated Teachers and IA Support 7. Administration, School Support TOSA 8. Administration, School Support TOSA, Tier 3 Teacher, Literacy Lead, ILTs, Certificated Teachers 9. Administration, School Support TOSA 10. Administration, School Support TOSA, MTSS Team, ELPAC Site Representative

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These efforts address resource inequities by providing equal opportunities for collaboration, engagement, and data-driven decision-making, fostering a learning environment where every individual can thrive.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Standards-Based Grading and Reporting: We will offer comprehensive professional learning opportunities focused on Standards-Based Grading and Reporting. This initiative aims to align our grading practices with academic standards, providing clear, consistent, and meaningful feedback on student progress. Year 2: Math Instructional Practices, focusing on Math Talks, CGI, and Fluency: We will offer comprehensive professional learning opportunities focused on enhancing Math Instructional Practices, specifically targeting Math Talks, Cognitively Guided Instruction (CGI), and Math Fluency. This initiative aims to deepen students' understanding of mathematical concepts, promote critical thinking, and improve overall math proficiency. Year3: GLAD Training: We will offer comprehensive professional learning opportunities focused on Guided Language Acquisition Design (GLAD) training. This initiative aims to enhance instructional strategies for English Language Learners (ELLs) and improve academic outcomes for all students.				

Priority Focus Area (Goal) 3:

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

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
1. CA Dashboard Chronic Absenteeism	2023 17.4% Chronically Absent	2024 11.1% Chronically Absent (6.2% Decline)	2027 15.4%
2. Thought Exchange (Hanover) Survey- Inclusive Practices	Spring 2024 Inclusive Curriculum I see my culture represented in the school curriculum/activities/posters/book 60% of students agree or strongly agree 100% of staff agree or strongly agree (40% of students neither agree nor disagree, disagree, or strongly disagree)	Spring 2025 Inclusive Curriculum I see my culture represented in the school curriculum/activities/posters/book 60% of students agree or strongly agree I select and design curriculum that represents different cultures. 93% of staff agree or strongly agree (39% of students Strongly disagree, Disagree, or Don't Know)	Spring 2027 Inclusive Curriculum I see my culture represented in the school curriculum/activities/posters/book 80% of students agree or strongly agree 100% of staff agree or strongly agree (20% of students Strongly disagree, Disagree, or Don't Know)
3. EL Reclassification Rate	2023 Reclassification Rate: 12%	2024 Reclassification Rate:17.92%	2027 Reclassification Rate:
4. CAASPP	2023 EL Progress Indicator: 52%	2024 EL Progress Indicator: 61.8% (9.9% Increase)	2027 EL Progress Indicator 62
5. 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.	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, 2026, 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.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 1. Extended Day Enrichment and Support, including but not limited to EL Bootcamp, tutoring, and materials and supplies, parent workshops, teacher EL supports and PD 2. Program Support and Access to school programs, including but not limited to Outdoor Science Education 3. Inclusive Curriculum Supports & Materials 4. Extended Support for students and families 5. Program Enrichment During and After-school 6. Grade-level Extension and Supports, including but not limited to materials and resources 7. Community Supports and Services, to include but not limited to, Parent Workshops, Parent Engagement, Parent Education, Guest Speakers 8. Program Supports to increase access and accessibility	YEAR 1: LCFF Supplemental Title I Lottery LCFF Base Title I Title I Title I Title I Title I	YEAR 1: 8,850.00 9,000.00 3,030.00 4,000.00 14,680.00 10,800 9,200.00 29,075.10	YEAR 1: 1. EL Students 2. Socioeconomically Disadvantaged 3. All students 4. All students 5. SED and Marginalized Populations 6. SED and Marginalized Populations and others 7. Low Performing Students 8. SED, Marginalized, and Low Performing Students	YEAR 1: 1. Administration, EL Site Rep., ELPAC Site Coordinator, Certificated Teacher(s), 2. Administration 3. Administration, Librarian, Inclusion Club, Classroom Teachers 4. Administration, School Support TOSA, MttS and Intervention Team 5. Administration, School Support TOSA, MTSS and Intervention Team 6. Administration, School Support TOSA, MTSS Intervention Team, and Grade-level Teams 7. Administration, School Support

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
				TOSA, MTSS Intervention Team 8. Administration, School Support TOSA, MTSS Intervention Team, Classroom Teachers
YEAR 2: 1. Extended Day Enrichment and Support, including but not limited to EL Bootcamp, tutoring, and materials and supplies, parent workshops, teacher EL supports and PD 2. Program Support and Access to school programs, including but not limited to Outdoor Science Education 3. Inclusive Curriculum Supports & Materials 4. Extended Support for students and families 5. Program Enrichment During and After-school 6. Grade-level Extension and Supports, including but not limited to materials and resources 7. Community Supports and Services, to include but not limited to, Parent Workshops, Parent Engagement, Parent Education, Guest Speakers 8. Program Supports to increase access and accessibility	YEAR 2: LCFF Supplemental Title I Lottery LCFF Base Title I Title I Title I Title I Title I	YEAR 2: 10775.41 9,000.00 10444.20 4,000.00 14,680.00 10,800 9,200.00 29,075.10	YEAR 2: 1. EL Students 2. Socioeconomically Disadvantaged 3. All students 4. All students 5. SED and Marginalized Populations 6. SED and Marginalized Populations and others 7. Low Performing Students 8. SED, Marginalized, and Low Performing Students	YEAR 2: 1. Administration, EL Site Rep., ELPAC Site Coordinator, Certificated Teacher(s), 2. Administration 3. Administration, Librarian, Inclusion Club, Classroom Teachers 4. Administration, School Support TOSA, MttS and Intervention Team 5. Administration, School Support TOSA, MTSS and Intervention Team 6. Administration

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
					n, School Support TOSA, MTSS Intervention Team, and Grade-level Teams 7. Administration, School Support TOSA, MTSS Intervention Team 8. Administration, School Support TOSA, MTSS Intervention Team, Classroom Teachers
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	By addressing disparities in educational access and providing targeted support, these actions will lead to greater equity by ensuring that all students have access to the support and resources they need to succeed academically and personally. Offering extended support for students and families, such as counseling, family engagement activities, and additional academic resources, helps address broader resource inequities. These supports ensure that students have a stable and supportive home environment that is conducive to learning.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Restorative Practice: We will offer comprehensive professional learning opportunities to staff focused on restorative practices and systemic behavioral responses. These efforts include revamping our schoolwide office referrals process, revisiting and norming sitewide minors and majors, and enhancing our academic, socio-emotional, and behavioral support referral systems. Year 2: GLAD Training: we will offer comprehensive professional learning opportunities focused on Guided Language Acquisition Design (GLAD) training. This initiative aims to enhance instructional strategies for English Language Learners (ELLs) and improve academic outcomes for all students. Year3:				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Math Instructional Practices, with a focus on Math Talks, CGI, and fluency: We will offer comprehensive professional learning opportunities focused on Math Instructional Practices, specifically targeting Math Talks, Cognitively Guided Instruction (CGI), and math fluency. This initiative aims to address barriers limiting student participation in math programs and ensure equity in the allocation of resources. This approach will not only improve instructional quality but also address barriers limiting student participation in math programs and ensure equity in the allocation of resources.			

Priority Focus Area (Goal) 4:

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Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:		YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Instructional aides are used to support the implementation of Tier 2 across all grade levels, along with targeted support for our EL and Title 1 students.

Instructional aide allocated to support Tier 3 Intervention support to assist in closing the equity and achievement gaps.

Instructional aide allocated to support Level 1 and 2 English language learners with the implementation of language acquisition support programs.

Title 1 funds will be used to provide before- and after-school tutoring and enrichment programs to assist in closing the equity and achievement gaps.

Portion Title 1 funds allocated to support site School Support TOSA.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

During the 2024–2025 school year, Meadow Park continued its focused efforts to close achievement and opportunity gaps for our identified student subgroups. We implemented a targeted action plan centered around inclusive academic instruction, social-emotional learning, family engagement, and culturally responsive practices. This ATSI Annual Review reflects on the implementation and effectiveness of these strategies in relation to the goals outlined in our SPSA. Goal Area 1: Academic Achievement in ELA and Math for Students with Disabilities and English Learners Strategies Implemented as Planned: Push-in and co-teaching support for Students with Disabilities was piloted in several classrooms, allowing for greater access to Tier 1 instruction. Designated and integrated ELD was provided across all grade levels, supported by district ELD TOSA coaching and collaborative planning. Intervention planning and data review cycles were strengthened through regular collaboration among general education, RSP, and EL support staff. Use of inclusive materials and scaffolds to support academic language and comprehension during Tier 1 instruction. Monitoring of Recently Reclassified EL students through data check-ins and teacher consultation. Effectiveness: English Learners: Demonstrated improvement on the ELPI, with 61.8% making progress toward English proficiency and +17 point gain in math for current ELs. Recently Reclassified ELs: Declined by 11.6 points in math, highlighting the need for continued post-reclassification academic supports. Students with Disabilities: Performance remained significantly below standard in both ELA (–21.5 pts) and Math (–45.9 pts), maintaining an Orange status. While small growth was seen, progress was slower than anticipated, signaling that further instructional coherence and accessibility are needed. Strategies Not Fully Implemented: Systemwide co-teaching across all grade levels was not implemented consistently due to staffing limitations and scheduling challenges. Post-reclassification support for ELs lacked structured, ongoing interventions beyond data reviews, limiting the ability to address academic slippage. Goal Area 2: Inclusive School Climate and SEL Support Strategies Implemented as Planned: SEL curriculum and resources were made available sitewide, with structured lessons piloted in many classrooms. Panorama SEL data was analyzed to guide Tier 1 and Tier 2 supports, with targeted SEL groups offered for students in need. Culturally responsive school events and classroom materials were enhanced, aligned with student demographics. PBIS community-building events, assemblies, and positive behavior supports were implemented throughout the year. Effectiveness:
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Sense of Belonging (Panorama): Increased to 68% (+3), and School Climate increased by 8 percentage points.

Student respect for staff and peers remained moderate (50–53% favorable), with continued challenges reported in peer-to-peer interactions.

Emotion regulation (Grades 3–6): Stagnated at 48% favorable, indicating that SEL instruction is still not fully embedded or internalized by all students.

Strategies Not Fully Implemented:

Universal SEL integration into daily instruction across all classrooms was inconsistent. PK–2 teacher ratings of self-management (46% favorable) declined by 2 points, and support was less structured in primary grades. Student-led equity and inclusion efforts were planned but not launched this year due to competing priorities and staffing capacity.

Summary:

Meadow Park made meaningful progress in several ATSI priority areas during the 2024–2025 school year, particularly in improving EL outcomes and student perceptions of school climate and belonging. However, Students with Disabilities remain the subgroup most significantly impacted by opportunity gaps, and post-reclassification support systems require strengthening. In addition, SEL and inclusive behavior practices need to be more consistently implemented across classrooms and grade levels to improve student self-management and emotional regulation.

Next Steps:

- Scale up co-teaching and inclusive practices through targeted PD and staffing adjustments.
- Formalize a reclassification follow-up system with academic interventions.
- Expand Tier 2 SEL supports and embed SEL instruction in all classrooms.
- Launch a student equity advisory panel to guide school climate efforts.
- Continue collaboration among general education, SPED, and EL teams to monitor subgroup progress.

Which strategies were most effective? Least effective?

Throughout the 2024–2025 school year, Meadow Park Elementary implemented a multi-tiered action plan aligned to its SPSA and ATSI goals, with a continued focus on improving academic outcomes, inclusive access, and school climate for Students with Disabilities and English Learners.

While schoolwide performance remained high, persistent disparities among the identified ATSI subgroups required targeted interventions in the areas of academic access, instructional support, SEL, and culturally responsive practices. The outcomes and effectiveness of the actions taken this year are summarized below.

Most Effective Strategies

1. Academic Gains for Current English Learners through Targeted Supports

Actions: Strengthened designated and integrated ELD, strategic use of supplemental language materials, small group instruction, and intervention.

Outcomes:

- +17 point gain in math for current EL students.
- 61.8% of ELs made progress toward English proficiency (ELPI).

Why Effective: Clear instructional alignment, language scaffolds, and access to additional supports allowed ELs to accelerate their growth in both content and language acquisition.

2. Improved Sense of Belonging and School Climate

Actions: Title I-funded SEL supports, inclusive curriculum materials, schoolwide assemblies, and positive behavior reinforcement strategies (PBIS).

Outcomes:

- Panorama School Climate: Increased by +8 points.
- Sense of Belonging: Rose to 68% favorable.

Why Effective: Investments in relationship-building, student clubs, and cultural celebrations helped foster a stronger connection to school.

3. Attendance Improvement

Actions: Family outreach, chronic absenteeism tracking, and engagement efforts.

Outcomes:

Chronic absenteeism declined by 6.2 percentage points, now at 11.1%.

Why Effective: Focused family communication and targeted Tier 1 attendance strategies positively impacted daily participation.

Least Effective Strategies

1. Academic Performance for Students with Disabilities (SWD)

Actions: Co-teaching efforts, push-in support, use of accommodations, and intervention alignment meetings.

Outcomes:

SWD ELA: 21.5 points below standard (Orange performance level).

SWD Math: 45.9 points below standard (Orange performance level).

Why Less Effective: Inconsistent implementation of co-teaching and differentiation practices across classrooms, limited professional development, and staffing constraints hindered systemic change.

2. Post-Reclassification Support for ELs

Actions: Monitoring of RFEPs through data review and informal check-ins.

Outcomes:

Recently Reclassified ELs: Declined –11.6 points in math.

Why Less Effective: Lack of structured follow-up support plans, academic scaffolding, or check-ins beyond data collection contributed to performance slippage after reclassification.

3. SEL Skill Development in Self-Management and Emotional Regulation

Actions: SEL curriculum resources provided; some classrooms implemented weekly SEL lessons or check-ins.

Outcomes:

PK–2 Teacher Perception of Self-Management: 46% favorable (–2).

Grades 3–6 Emotion Regulation: 48% favorable (no change).

Why Less Effective: SEL instruction was not consistently embedded in daily classroom practices, and limited Tier 2 behavioral support constrained student progress in regulation and coping strategies.

Summary

Meadow Park made notable progress in supporting English Learners, improving school culture, and reducing chronic absenteeism. However, Students with Disabilities continue to face barriers to accessing grade-level instruction, and SEL skill development and post-reclassification academic supports require deeper integration and systemization. Moving forward, more structured implementation of inclusionary practices, ongoing teacher capacity-building, and enhanced SEL integration will be essential to meeting the needs of our ATSI-identified groups.

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

Throughout the 2024–2025 school year, Meadow Park Elementary implemented a comprehensive set of actions designed to close equity gaps for our identified ATSI subgroups: Students with Disabilities and English Learners. These actions were aligned to our school's SPSA and supported through Title I and site funding, with a focus on inclusive academic instruction, SEL integration, climate-building, and targeted intervention.

Implementation of key strategies was generally consistent, and several yielded strong outcomes. However, there were also notable implementation gaps and areas where resource limitations or staffing constraints impacted full delivery.

Overall Effectiveness:

English Learners demonstrated strong academic growth, including a +17 point gain in math and 61.8% meeting progress targets on the ELPI, as a result of well-coordinated designated/integrated ELD instruction, use of supplemental materials, and targeted language-based supports.

Students with Disabilities, however, showed limited growth, maintaining Orange status in both ELA and Math. Despite collaborative planning and some co-teaching pilots, gaps in consistent Tier 1 access, intervention alignment, and staffing for support delivery contributed to the lack of accelerated progress.

Positive trends were observed in school climate and belonging, driven by student engagement strategies and enrichment funded through Title I. Panorama School Climate scores rose 8 points, and Sense of Belonging reached 68%.

SEL instruction and supports for emotional regulation were implemented inconsistently, limiting impact on self-management development, particularly in the early grades.

During the 2024–2025 school year, most Title I-funded strategies and actions outlined in the SPSA were implemented with a high degree of alignment to their original intent and budgeted allocations. The school's investments in designated and integrated ELD supports were carried out as planned, including the purchase of supplemental materials, structured planning time, and push-in language development support. These efforts were implemented with fidelity and remained consistent with the budget, resulting in strong outcomes for English Learners.

Efforts to expand co-teaching and inclusive instructional practices for Students with Disabilities, however, were only partially realized. While planning meetings and collaborative sessions were initiated in some grade levels, staffing shortages and time constraints limited full implementation. As a result, professional development related to inclusion was scaled back, and some funds were reallocated to instructional materials that supported access and differentiation.

The school planned to implement a sitewide SEL block, Tier 2 small group supports, and provide professional development in Restorative Practices and SEL integration. Although SEL resources were distributed and used in some classrooms, implementation was inconsistent across the site. Additionally, professional development sessions were delayed due to scheduling conflicts, resulting in underspending in this area.

Intended support for recently reclassified English Learners (RFEPs)—including academic scaffolds and ongoing check-ins—was not fully implemented. While data was reviewed, a formal structure for post-reclassification academic support was not established. Time and funds originally planned for this purpose were redirected to more immediate EL program needs and general student supports.

In contrast, the school's efforts to promote school climate and student engagement through PBIS, clubs, assemblies, and inclusive events were successfully executed. These initiatives received strong student participation, positively impacted school connectedness, and expenditures aligned fully with the SPSA plan and Title I budget.

Lastly, materials and equipment were purchased to enhance recess and lunch safety and engagement, including structured play resources. However, limited training was provided to supervising adults due to time constraints, which resulted in a partial implementation of the intended supports for unstructured time.

Summary of Major Differences:

SEL and Restorative Practice PD was delayed and underutilized, due in part to scheduling conflicts and competing initiatives.

Co-teaching expansion and collaborative planning for SWD supports were less extensive than originally planned, due to staffing shortages and substitute coverage needs. As a result, funds earmarked for PD were partially reallocated to student-facing instructional supports.

Formal support systems for RFEP students were not developed to the degree intended. While data monitoring occurred, sustained academic scaffolds were not systematically provided post-reclassification.

Other initiatives, including school climate and EL supports, were fully implemented, and demonstrated effectiveness aligned with expenditures.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Throughout the 2024–2025 school year, Meadow Park Elementary focused its schoolwide efforts on addressing the persistent opportunity gaps experienced by our ATSI-identified student groups. Our actions aligned to the SPSA aimed to increase academic achievement, provide inclusive instructional access, and improve social-emotional and school climate outcomes for Students with Disabilities and English Learners.

Implementation of ELD strategies, including designated and integrated language development, push-in support, and supplemental academic language materials, was consistent and effective. Current English Learners demonstrated significant growth, including a +17-point gain in math and 61.8% meeting progress indicators on the English Language Proficiency Assessment (ELPI). These outcomes suggest that the academic language strategies and instructional scaffolds were well-targeted and impactful.

In contrast, efforts to improve academic outcomes for Students with Disabilities, while partially implemented, yielded limited results. SWD maintained Orange performance levels in both ELA and Math and remained significantly below standard (–21.5 and –45.9 points, respectively). While collaborative planning and some co-teaching efforts were initiated, broader implementation was constrained by limited staffing capacity and scheduling challenges.

Implementation of SEL and school climate initiatives produced positive gains in belonging and overall student engagement. Panorama results indicated an 8-point increase in School Climate and a 3-point rise in Sense of Belonging. However, self-management and emotion regulation metrics remained low, particularly in primary grades, where only 46% of teachers rated student self-management favorably—a decrease from the prior year. This suggests that while SEL supports were made available, they were inconsistently integrated into daily instruction.

Support for Recently Reclassified English Learners was identified as an area in need of immediate improvement. While data monitoring occurred, formal academic scaffolds and follow-up systems for RFEPs were not fully developed or implemented. This gap may have contributed to the observed 11.6-point decline in math performance among RFEP students.

Proposed Changes for 2025–2026 Planning Cycle

Based on this year's outcomes and implementation review, several key changes are recommended for the 2025–2026 school year:

1. Strengthen Academic Support Systems for SWD

Adjust Goal & Metrics: Maintain current academic growth goals but introduce specific benchmarks for growth on interim assessments (e.g., STAR, LPA) for SWD.

Modify Strategy: Expand co-teaching beyond pilot classrooms and invest in additional PD for general education teachers on accommodations and inclusive practices.

Reallocate Expenditures: Increase funding for instructional coaching and co-planning time to build Tier 1 instructional capacity.

2. Formalize Post-Reclassification Support for RFEPs

Add New Strategy: Implement a structured academic support plan for RFEP students, including scaffolded instruction, check-ins, and data tracking.

Allocate Budget: Designate funds for intervention teacher time or supplemental materials specifically targeting RFEP monitoring and academic progress.

3. Fully Embed SEL into Daily Practice

Revise Implementation Plan: Ensure SEL is embedded into classroom routines through a consistent schoolwide framework.

Adjust Metrics: Use SEL perception data (Panorama) along with behavioral referrals and Tier 2 support tracking to measure student growth in self-regulation.

Target PD: Provide ongoing staff development in restorative practices, trauma-informed care, and SEL integration.

4. Expand Student Voice and Equity Leadership

New Strategy: Launch a Student Equity and Inclusion Leadership Team to co-design campus events, provide input on climate initiatives, and elevate underrepresented student voices.

Align Budget: Allocate funds for materials, stipends, or external facilitators to support student engagement and equity work.

Through these refinements, Meadow Park will continue advancing its vision of academic success, equity, and belonging for all students, while deepening targeted supports for our ATSI-identified groups.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$375,071.09
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$135,727.43

Subtotal of additional federal funds included for this school: \$135,727.43

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

State or Local Programs	Allocation (\$)
LCFF Base	\$148,272.93
LCFF Supplemental	\$70,212.33
Lottery	\$20,858.40

Subtotal of state or local funds included for this school: \$239,343.66

Total of federal, state, and/or local funds for this school: \$375,071.09

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	148,272.93
LCFF Supplemental	70,212.33
Lottery	20,858.40
Title I	135,727.43

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	148,272.93
	LCFF Supplemental	70,212.33
	Lottery	20,858.40
	Title I	135,727.43

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,100.09
Goal 2	127,996.29
Goal 3	97,974.71

ATSI Goal

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 28, 2025.

Attested:

	Principal, Brooke Taketani on April 28, 2025
	SSC Chairperson, Heather Maas on April 28, 2025

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Brooke Taketani	Principal
Nikolla Gorey	Classroom Teacher
Jeanette Kumamoto	Classroom Teacher
Debbie Gardner	Other School Staff
Heather Maas	Parent or Community Member
Lauren Richardson	Parent or Community Member
Tarik Rahmani	Parent or Community Member
Grace Dongye Qin	Parent or Community Member

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.2%	0.17%		1	1
African American	1.64%	1.8%	2.16%	9	11	13
Asian	30.18%	32.1%	30.85%	166	193	186
Filipino	1.64%	3%	2.99%	9	18	18
Hispanic/Latino	13.64%	13.1%	13.76%	75	79	83
Pacific Islander	%	0%	%	0	0	
White	39.27%	35.9%	37.98%	216	216	229
Multiple/No Response	11.45%	13%	12.11%	63	78	73
Total Enrollment				550	602	603

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	87.79 PK / 91.77K	85.59 PK / 87.07 K	75
Grade 1	90.7	88.93	73
Grade 2	94.37	89.33	84
Grade3	91.45	92.29	93
Grade 4	94.97	89.36	87
Grade 5	93.76	94.31	80
Grade 6	92.76	92.18	87
Total Enrollment	362	550	603

Conclusions based on this data:

- Overall Decline in Primary Grade Enrollment (K–2):
There has been a consistent decline in enrollment in the early primary grades over the past three years. Kindergarten enrollment has dropped from approximately 92 students in 2021–22 to 75 in 2023–24. Similarly, Grade 1 has seen a decline from 90.7 to 73 students, and Grade 2 decreased from 94.37 to 84. This trend may impact future upper-grade class sizes.

2. **Stabilization and Slight Growth in Upper Elementary Enrollment (Grades 3–6):**
Despite the decline in lower-grade levels, enrollment in Grades 3 through 6 has remained relatively stable, with minor fluctuations.
For example, Grade 3 enrollment has increased slightly over the years, and Grade 6 enrollment has remained close to the low 90s, with a modest decrease to 87 in 2023–24.
This stability suggests strong retention once students are enrolled in the school, potentially indicating family satisfaction with the upper-grade programming and school climate.
3. **Implications for Future Planning and Resource Allocation:**
The declining trend in lower grade enrollment may necessitate adjustments in staffing, resource distribution, and long-term facility planning.
With fewer students entering in Kindergarten and Grade 1, the school may need to reallocate support staff or reconsider class configurations in the coming years.
Simultaneously, continued emphasis on early outreach and kindergarten readiness programs may help address declining early grade numbers and support enrollment growth moving forward.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	129	88	84	16.6%	23.5%	13.9%
Fluent English Proficient (FEP)	61	111	117	12.4%	11.1%	19.4%
Reclassified Fluent English Proficient (RFEP)	27	81	87	65.0%	17.30%	17.92%

Conclusions based on this data:

- 1. Decrease in English Learner (EL) Enrollment:**
The number and percentage of English Learners have declined significantly over the past three years—from 129 students (16.6%) in 2021–22 to 84 students (13.9%) in 2023–24.
This trend may reflect successful reclassification efforts, a shift in the population demographics, or fewer new EL students enrolling.
Ongoing monitoring is essential to ensure support services are aligned with the evolving needs of the current EL population.
- 2. Growth in Fluent English Proficient (FEP) Students:**
There has been a steady increase in the number and proportion of students identified as Fluent English Proficient (FEP), growing from 61 (12.4%) in 2021–22 to 117 (19.4%) in 2023–24.
This upward trend suggests an overall improvement in English language acquisition and may indicate that the school's ELD and language development programs are effective in supporting language fluency.
- 3. Consistent Reclassification Rates With Room for Growth:**
While the number of Reclassified Fluent English Proficient (RFEP) students has increased from 27 to 87 over the three-year period, the percentage of RFEP students relative to the EL population has decreased since 2021–22 (from 65.0% to 17.92%).
This reflects a larger initial EL population in earlier years or changes in reclassification criteria or timelines.
Continued focus on accelerating language proficiency and monitoring progress toward reclassification remains an area for improvement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	87	84	68	85	81	68	85	81	98.6	97.7	96.4
Grade 4	73	71	84	73	70	83	73	69	83	100.0	98.6	98.8
Grade 5	74	76	76	73	75	74	73	75	74	98.6	98.7	97.4
Grade 6	76	74	78	75	74	76	75	74	76	98.7	100.0	97.4
All Grades	292	308	322	289	304	314	289	303	314	99.0	98.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2493.	2458.	44.12	57.65	44.44	30.88	18.82	20.99	10.29	10.59	18.52	14.71	12.94	16.05
Grade 4	2532.	2533.	2536.	46.58	59.42	59.04	32.88	17.39	18.07	17.81	7.25	13.25	2.74	15.94	9.64
Grade 5	2562.	2592.	2601.	49.32	54.67	64.86	26.03	30.67	20.27	12.33	12.00	10.81	12.33	2.67	4.05
Grade 6	2578.	2585.	2613.	28.00	41.89	53.95	46.67	32.43	34.21	17.33	13.51	7.89	8.00	12.16	3.95
All Grades	N/A	N/A	N/A	41.87	53.47	55.41	34.26	24.75	23.25	14.53	10.89	12.74	9.34	10.89	8.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.71	44.71	28.40	54.41	45.88	62.96	5.88	9.41	8.64
Grade 4	35.62	34.78	43.37	60.27	55.07	48.19	4.11	10.14	8.43
Grade 5	42.47	34.67	47.30	46.58	62.67	50.00	10.96	2.67	2.70
Grade 6	26.67	34.25	47.37	69.33	50.68	47.37	4.00	15.07	5.26
All Grades	35.99	37.42	41.40	57.79	53.31	52.23	6.23	9.27	6.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.24	37.65	32.10	48.53	48.24	51.85	13.24	14.12	16.05
Grade 4	41.10	42.03	36.14	57.53	47.83	51.81	1.37	10.14	12.05
Grade 5	43.84	49.33	59.46	45.21	46.67	37.84	10.96	4.00	2.70
Grade 6	32.00	41.89	46.05	56.00	47.30	50.00	12.00	10.81	3.95
All Grades	38.75	42.57	42.99	51.90	47.52	48.09	9.34	9.90	8.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.24	27.06	16.05	77.94	67.06	71.60	8.82	5.88	12.35
Grade 4	21.92	14.49	26.51	71.23	73.91	68.67	6.85	11.59	4.82
Grade 5	24.66	24.00	37.84	68.49	69.33	60.81	6.85	6.67	1.35
Grade 6	17.33	19.18	25.00	81.33	73.97	71.05	1.33	6.85	3.95
All Grades	19.38	21.52	26.11	74.74	70.86	68.15	5.88	7.62	5.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.41	41.18	23.46	61.76	49.41	65.43	8.82	9.41	11.11
Grade 4	31.51	33.33	26.51	61.64	56.52	67.47	6.85	10.14	6.02
Grade 5	39.73	49.33	33.78	50.68	46.67	63.51	9.59	4.00	2.70
Grade 6	30.67	37.84	46.05	66.67	48.65	48.68	2.67	13.51	5.26
All Grades	32.87	40.59	32.17	60.21	50.17	61.46	6.92	9.24	6.37

Conclusions based on this data:

- Overall Growth in ELA Achievement Across Grades:
There has been a consistent upward trend in the percentage of students meeting or exceeding standards in ELA over the past three years—from 76.13% (2021–22) to 78.66% (2023–24).

Notably, Grade 5 students made the most significant gains, with 64.86% exceeding standards in 2023–24 compared to 49.32% in 2021–22.

This suggests that instructional strategies and curricular supports in upper grades are having a positive impact on academic achievement.

2. **Significant Improvement in Reading and Writing Proficiency:**
Students demonstrated clear progress in reading and writing subskills, with the percentage of students scoring above standard in reading increasing from 35.99% (2021–22) to 41.40% (2023–24) and above standard in writing increasing from 38.75% to 42.99% over the same period.
These gains point to the success of literacy-focused interventions and could support a continued emphasis on differentiated reading and writing instruction schoolwide.
3. **Need for Targeted Support in Grade 3 and Equity Across Grade Levels:**
While overall performance is strong, Grade 3 performance dipped in 2023–24, with only 44.44% meeting or exceeding standards, down from 57.65% in 2022–23. Reading scores also declined for this group.
This early drop suggests a potential need for early literacy intervention, smoother transitions from foundational primary grades, and continued focus on phonics and comprehension in early elementary. Addressing this gap early will help mitigate future achievement disparities.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	87	84	68	86	84	68	86	84	98.6	98.9	100
Grade 4	73	71	84	73	70	83	73	70	83	100.0	98.6	98.8
Grade 5	74	76	76	73	75	75	73	75	75	98.6	98.7	98.7
Grade 6	76	74	78	75	74	77	75	74	77	98.7	100.0	98.7
All Grades	292	308	322	289	305	319	289	305	319	99.0	99.0	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2480.	2492.	2476.	38.24	53.49	38.10	33.82	25.58	32.14	16.18	13.95	14.29	11.76	6.98	15.48
Grade 4	2528.	2529.	2533.	38.36	37.14	43.37	30.14	38.57	30.12	30.14	11.43	20.48	1.37	12.86	6.02
Grade 5	2544.	2584.	2571.	39.73	52.00	48.00	20.55	26.67	24.00	24.66	14.67	14.67	15.07	6.67	13.33
Grade 6	2590.	2570.	2613.	41.33	39.19	53.25	30.67	18.92	19.48	17.33	27.03	23.38	10.67	14.86	3.90
All Grades	N/A	N/A	N/A	39.45	45.90	45.45	28.72	27.21	26.65	22.15	16.72	18.18	9.69	10.16	9.72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.59	47.67	45.24	44.12	41.86	39.29	10.29	10.47	15.48
Grade 4	42.47	32.86	39.76	50.68	54.29	50.60	6.85	12.86	9.64
Grade 5	32.88	46.67	45.33	54.79	48.00	44.00	12.33	5.33	10.67
Grade 6	29.33	29.73	33.77	57.33	52.70	58.44	13.33	17.57	7.79
All Grades	37.37	39.67	41.07	51.90	48.85	47.96	10.73	11.48	10.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.82	51.16	41.67	57.35	40.70	44.05	8.82	8.14	14.29
Grade 4	34.25	45.71	43.37	61.64	41.43	49.40	4.11	12.86	7.23
Grade 5	34.25	40.00	37.33	54.79	52.00	58.67	10.96	8.00	4.00
Grade 6	28.00	28.38	45.45	61.33	58.11	49.35	10.67	13.51	5.19
All Grades	32.53	41.64	42.01	58.82	47.87	50.16	8.65	10.49	7.84

Conclusions based on this data:

- Schoolwide achievement in math has remained stable over the past three years, with modest growth in reasoning and problem-solving.

While the percentage of students meeting or exceeding standards schoolwide remained relatively consistent (approximately 45% in both 2022–2023 and 2023–2024), there were notable gains in key areas of mathematical thinking.

The percentage of students performing above standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning steadily increased across grade levels, suggesting growth in students' conceptual understanding and application of math in real-world contexts.
- Grade-level data shows both progress and areas for targeted support.

Grade 6 demonstrated strong improvement in overall achievement, with 53.25% of students meeting or exceeding standards in 2023–2024 compared to 39.19% the previous year.

Grade 4 also saw a steady increase over three years.

In contrast, Grade 3 saw a dip in overall performance in 2023–2024 after a spike the prior year, and Grade 5 experienced a slight decline from its peak in 2022–2023.

These variations highlight the importance of monitoring trends by cohort and adjusting instructional supports accordingly.
- A consistent percentage of students are not yet meeting grade-level expectations.

Approximately 28% of students across tested grades scored in the “Nearly Met” or “Not Met” ranges.

While the percentage of students scoring “Not Met” has decreased slightly since 2021–2022, it remains important to address the needs of this group through differentiated instruction, early intervention, and continued professional learning for staff focused on responsive math instruction.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1479.3	1403.4	1442.3	1484.0	1404.8	1444.6	1467.9	1399.8	1436.5	17	36	15
1	*	*	*	*	*	*	*	*	*	10	10	9
2	1529.8	*	*	1504.1	*	*	1555.1	*	*	18	7	10
3	*	1495.0	1505.5	*	1492.8	1510.5	*	1496.6	1499.5	8	12	11
4	*	*	1546.7	*	*	1555.7	*	*	1537.3	8	7	11
5	*	*	*	*	*	*	*	*	*	7	6	7
6	*	*	*	*	*	*	*	*	*	7	4	6
All Grades										75	82	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	13.89	26.67	35.29	22.22	40.00	11.76	33.33	26.67	5.88	30.56	6.67	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	44.44	*	*	44.44	*	*	5.56	*	*	5.56	*	*	18	*	*
3	*	16.67	18.18	*	41.67	54.55	*	25.00	18.18	*	16.67	9.09	*	12	11
4	*	*	54.55	*	*	27.27	*	*	9.09	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.33	19.51	34.78	44.00	41.46	36.23	12.00	23.17	14.49	2.67	15.85	14.49	75	82	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.18	25.00	33.33	41.18	11.11	20.00	5.88	33.33	40.00	11.76	30.56	6.67	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	50.00	*	*	38.89	*	*	5.56	*	*	5.56	*	*	18	*	*
3	*	41.67	63.64	*	25.00	18.18	*	16.67	9.09	*	16.67	9.09	*	12	11
4	*	*	72.73	*	*	9.09	*	*	9.09	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.33	35.37	53.62	34.67	26.83	14.49	4.00	21.95	18.84	4.00	15.85	13.04	75	82	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	8.33	26.67	52.94	30.56	33.33	11.76	36.11	40.00	11.76	25.00	0.00	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	50.00	*	*	38.89	*	*	11.11	*	*	0.00	*	*	18	*	*
3	*	0.00	0.00	*	50.00	36.36	*	33.33	54.55	*	16.67	9.09	*	12	11
4	*	*	36.36	*	*	27.27	*	*	18.18	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	9.76	18.84	32.00	39.02	36.23	36.00	37.80	27.54	4.00	13.41	17.39	75	82	69

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	22.22	26.67	41.18	55.56	53.33	11.76	22.22	20.00	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	44.44	*	*	50.00	*	*	5.56	*	*	18	*	*
3	*	33.33	18.18	*	50.00	72.73	*	16.67	9.09	*	12	11
4	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.67	30.49	33.33	37.33	56.10	47.83	8.00	13.41	18.84	75	82	69

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.18	25.00	40.00	47.06	38.89	53.33	11.76	36.11	6.67	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.78	*	*	66.67	*	*	5.56	*	*	18	*	*
3	*	33.33	72.73	*	50.00	18.18	*	16.67	9.09	*	12	11
4	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.00	37.80	56.52	36.00	42.68	28.99	4.00	19.51	14.49	75	82	69

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.29	8.33	26.67	58.82	72.22	66.67	5.88	19.44	6.67	17	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	44.44	*	*	50.00	*	*	5.56	*	*	18	*	*
3	*	0.00	9.09	*	75.00	63.64	*	25.00	27.27	*	12	11
4	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.67	10.98	18.84	58.67	73.17	59.42	10.67	15.85	21.74	75	82	69

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	56.25	44.44	33.33	37.50	38.89	60.00	6.25	16.67	6.67	16	36	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	55.56	*	*	44.44	*	*	0.00	*	*	18	*	*
3	*	25.00	9.09	*	58.33	90.91	*	16.67	0.00	*	12	11
4	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.99	32.93	26.09	58.90	57.32	59.42	4.11	9.76	14.49	73	82	69

Conclusions based on this data:

1. Schoolwide English language proficiency improved, especially in oral language, indicating stronger verbal communication skills among English Learners.

The percentage of students scoring at Level 4 in Oral Language increased from 35.37% in 2022–2023 to 53.62% in 2023–2024, reflecting significant gains in listening and speaking skills. This upward trend suggests that schoolwide efforts to support verbal engagement and oral language development—such as structured conversations, academic discourse routines, and intentional speaking opportunities—are having a positive impact.

2. There is a shift toward higher overall language proficiency, though variability remains across grade levels and domains.
The percentage of students scoring at Level 4 Overall rose from 19.51% to 34.78%, with a decrease in Level 1 students from 15.85% to 14.49%.
While this points to overall progress, several grade levels still have a high percentage of students in Levels 2 and 3, particularly in Written Language, indicating a need for continued focus on reading and writing instruction aligned with ELD standards
3. Written language remains an area of need, with more than half of English Learners not yet reaching advanced proficiency.
In 2023–2024, only 23.19% of students scored at Level 4 in Written Language, while 41.30% scored at Level 2 or below.
This highlights an ongoing need to build capacity in academic writing, scaffold literacy tasks, and embed designated and integrated ELD practices that explicitly support students in expressing ideas through writing.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
603	21.7%	13.9%	0.5%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	13.9%
Foster Youth	3	0.5%
Homeless	5	0.8%
Socioeconomically Disadvantaged	131	21.7%
Students with Disabilities	94	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.2%
American Indian	1	0.2%
Asian	186	30.8%
Filipino	18	3%
Hispanic	83	13.8%
Two or More Races	73	12.1%
Pacific Islander	0	0.0%
White	229	38%

Conclusions based on this data:

1. Meadow Park continues to serve a richly diverse student body, with a majority-minority population and broad cultural representation.

The school's enrollment of 603 students includes significant representation across ethnic groups, with Asian (30.8%), White (38%), Hispanic (13.8%), and Two or More Races (12.1%) students making up the largest demographics.

This diversity presents both opportunities and responsibilities to foster inclusive practices and culturally responsive instruction schoolwide.

2. A notable percentage of students require targeted supports to access learning opportunities equitably. With 21.7% identified as Socioeconomically Disadvantaged, 13.9% as English Learners, and 15.6% as Students with Disabilities, a substantial portion of the student body benefits from differentiated instruction, academic intervention, and social-emotional support. This data reinforces the importance of universal design for learning (UDL), small group instruction, and MTSS (Multi-Tiered System of Supports) to ensure access and equity.
3. Meadow Park maintains a low percentage of high-needs subgroups, yet must remain vigilant in supporting these students effectively. Although Foster Youth (0.5%) and Homeless students (0.8%) represent a small proportion of the overall population, the unique and often complex needs of these students require close collaboration among staff, family liaisons, and community partners to ensure stability, engagement, and academic success.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Meadow Park students are demonstrating strong academic achievement in both English Language Arts and Mathematics. With Blue performance levels in both ELA and Math, Meadow Park is performing well above the state standard in core academic areas. This reflects the effectiveness of instructional practices, curricular alignment, and targeted intervention strategies currently in place.

2. English Learner progress is a continued strength, showing effective language development supports and inclusive classroom practices.
The Green rating for English Learner Progress indicates that students learning English are making steady and meaningful gains.
This outcome points to strong ELD instruction and may reflect the success of designated and integrated ELD strategies used across content areas.
3. Chronic absenteeism is an area of concern that may impact student engagement and academic outcomes.
While most performance indicators are in the Blue or Green range, Chronic Absenteeism is rated Yellow, signaling a need for attention.
Proactive family outreach, improved attendance systems, and partnerships with support services may help reduce absenteeism and ensure all students are consistently present to access learning opportunities.

School and Student Performance Data

Academic Performance English Language Arts

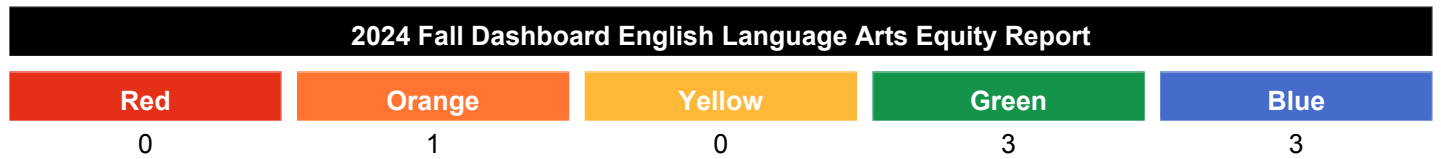
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 59.2 points above standard Maintained 0.9 points 330 Students	English Learners  Green 43.1 points above standard Declined 10.3 points 93 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 19.2 points above standard Declined 21.5 points 85 Students

Students with Disabilities  Orange 21.5 points below standard Maintained 2.6 points 59 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color 0 Students
Asian  Blue 88.4 points above standard Maintained 2.6 points 98 Students	Filipino  No Performance Color 70.4 points above standard 12 Students	Hispanic  Green 30.7 points above standard Declined 8.7 points 46 Students
Two or More Races  Blue 62.1 points above standard Maintained 2.2 points 40 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 50.0 points above standard Increased 5.9 points 126 Students

Conclusions based on this data:

- Overall, Meadow Park demonstrates high academic achievement in English Language Arts, with notable success among Asian, White, and Multiracial student groups. The overall performance level is Blue, with students scoring an average of 59.2 points above standard. Asian students (88.4 points above), students of Two or More Races (62.1 points above), and White students (50 points above) are all performing well above the state standard, indicating strong foundational literacy and comprehension skills schoolwide.
- Equity gaps are emerging, particularly for Socioeconomically Disadvantaged students and English Learners, who declined in performance. Despite being in the Green performance band, both Socioeconomically Disadvantaged students (19.2 points above standard, declined 21.5 points) and English Learners (43.1 points above standard, declined 10.3 points) showed downward trends. These declines suggest a need to analyze and strengthen targeted supports and instructional access for these groups.
- Students with Disabilities remain an area for focused intervention and growth. This group is the only one rated in the Orange performance band, scoring 21.5 points below standard, although they maintained their previous performance. This highlights a persistent opportunity gap and reinforces the need for improved inclusive practices, specialized instruction, and progress monitoring.

School and Student Performance Data

Academic Performance Mathematics

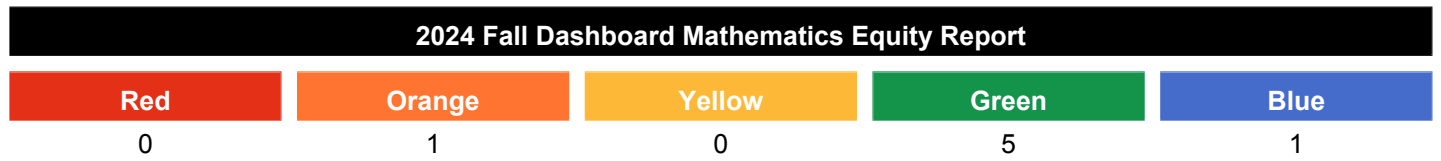
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 41.0 points above standard Maintained 2.2 points 333 Students	English Learners  Green 34.8 points above standard Declined 5.6 points 98 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 3.2 points above standard Declined 5.3 points 85 Students

Students with Disabilities  Orange 45.9 points below standard Maintained 1.4 points 58 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  Green 71.0 points above standard Declined 5.0 points 103 Students	Filipino  No Performance Color 73.5 points above standard 12 Students	Hispanic  Green 12.2 points above standard Increased 11.2 points 46 Students
Two or More Races  Blue 40.5 points above standard Increased 9.9 points 40 Students	Pacific Islander  No Performance Color 0 Students	White  Green 28.2 points above standard Increased 4.9 points 125 Students

Conclusions based on this data:

1. Meadow Park is performing above standard overall in mathematics, with strong achievement from students identified as Two or More Races and Hispanic students showing notable growth. The overall school performance is Blue, with all students averaging 41.0 points above standard and maintaining prior scores. Students identified as Two or More Races and Hispanic showed growth of 9.9 and 11.2 points, respectively—highlighting areas where instructional strategies may be working particularly well.
2. Equity gaps persist, particularly for Students with Disabilities and Socioeconomically Disadvantaged students. Students with Disabilities remain in the Orange performance band, scoring 45.9 points below standard, and while their scores were maintained, they continue to need significant support. Similarly, Socioeconomically Disadvantaged students, while in the Green band, are only 3.2 points above standard and declined 5.3 points, indicating potential barriers impacting consistent achievement.
3. Several high-performing groups declined in math, signaling a need for closer monitoring to prevent emerging downward trends. Asian students, despite scoring a strong 71.0 points above standard, declined by 5.0 points, and English Learners declined by 5.6 points. These dips suggest the need to investigate whether instructional pacing, curriculum alignment, or language-accessible math supports may be contributing factors.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
61.8% making progress.	making progress.
Number Students: 55 Students	Number Students: 0 Students

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.

2024 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
5.5%	20%	1.8%	50.9%

Conclusions based on this data:

1. A majority of English Learners are demonstrating growth toward English language proficiency. With 61.8% of English Learners making progress on the English Learner Progress Indicator (ELPI), Meadow Park earned a Green performance level, reflecting overall success in helping students develop English language skills. Notably, 50.9% of students progressed at least one ELPI level, demonstrating that most EL students are advancing toward reclassification benchmarks
2. A significant portion of EL students remain at lower ELPI levels without progressing. While more than half made gains, 20% of students maintained a lower ELPI level, suggesting that a sizable group is not yet showing adequate growth. These students may require additional targeted language supports, differentiated instruction, or intervention to accelerate their progress.
3. Very few students are regressing, indicating program stability but room for growth in advanced proficiency. Only 5.5% of English Learners decreased one ELPI level, and 1.8% maintained ELPI Level 4—the highest level of language proficiency.

This suggests minimal regression, but also highlights a small number of students reaching and sustaining full English proficiency, emphasizing a continued need to scaffold higher-level academic language and support long-term English development.

School and Student Performance Data

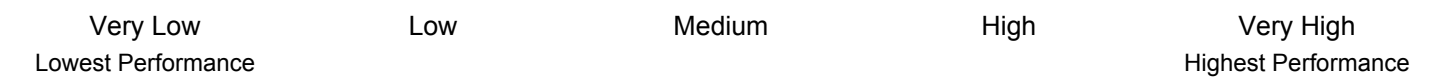
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 11.1% Chronically Absent Declined 6.2 619 Students	English Learners  Yellow 15.1% Chronically Absent Declined 14.3 93 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Socioeconomically Disadvantaged  Yellow 18.6% Chronically Absent Declined 5.7 145 Students

Students with Disabilities  Yellow 14.3% Chronically Absent Declined 9.1 105 Students	African American  No Performance Color 23.1% Chronically Absent Increased 6.4 13 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 10.3% Chronically Absent Declined 4.2 194 Students	Filipino  No Performance Color 11.1% Chronically Absent Declined 16.7 18 Students	Hispanic  Yellow 14.3% Chronically Absent Declined 6.2 84 Students
Two or More Races  Green 5.1% Chronically Absent Declined 15.4 79 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 12.2% Chronically Absent Declined 4.3 230 Students

Conclusions based on this data:

- Chronic absenteeism remains a concern schoolwide, with multiple student groups in the Yellow performance band despite overall improvement. While the schoolwide chronic absenteeism rate declined by 6.2 percentage points, it still stands at 11.1%, earning a Yellow performance level. Six student groups also fall within the Yellow band, indicating that absenteeism continues to impact student engagement and learning across the school, even as trends show improvement.
- Socioeconomically Disadvantaged, English Learners, and Students with Disabilities are disproportionately affected. These three groups all fall in the Yellow band, with rates notably higher than the schoolwide average:
Socioeconomically Disadvantaged: 18.6%
English Learners: 15.1%
Students with Disabilities: 14.3%
These figures highlight the need for targeted attendance supports and interventions that address barriers to consistent school participation among our most vulnerable learners.
- The “Two or More Races” group shows promising improvement, while some small groups may require closer monitoring. Students identified as Two or More Races earned the only Green rating, with just 5.1% chronically absent—a drop of 15.4 percentage points. However, while data is not publicly reported for groups with fewer than 11 students, indicators suggest that African American students had a 23.1% absentee rate, and Filipino students showed a significant decline, both warranting further review and targeted outreach to ensure equitable support.

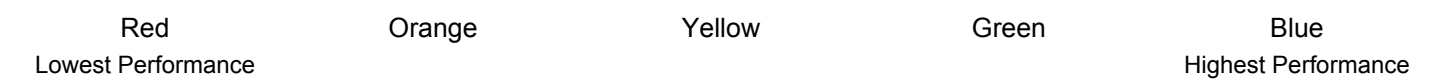
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

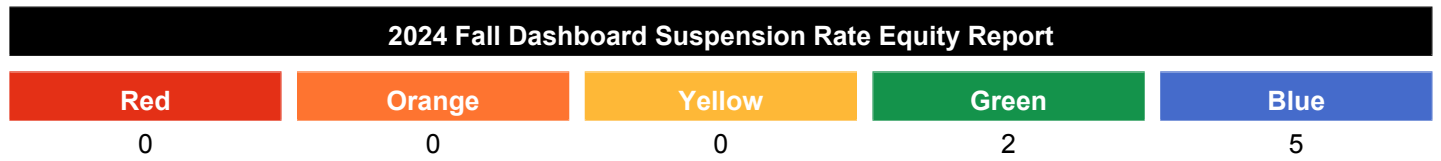
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Declined 1.1% 631 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 96 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Green 0.7% suspended at least one day Declined 0.6% 153 Students

Students with Disabilities  Green 0.9% suspended at least one day Declined 0.8% 111 Students	African American  No Performance Color 0% suspended at least one day Declined 8.3% 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 0.5% 198 Students	Filipino  No Performance Color 0% suspended at least one day Declined 5.6% 18 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 84 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.1% 81 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.9% suspended at least one day Declined 1.4% 234 Students

Conclusions based on this data:

1. Meadow Park maintains a positive school climate with exceptionally low suspension rates across the student population.
The overall suspension rate is 0.3%, earning a Blue performance level, with a decline of 1.1 percentage points from the previous year.
This reflects a schoolwide commitment to proactive behavior supports, positive discipline strategies, and a nurturing environment that prioritizes student wellbeing and restorative practices.
2. Suspension rates remain low across all major student groups, including English Learners, Hispanic students, and Students with Disabilities.
Multiple groups—English Learners, Asian, Hispanic, and Two or More Races—all reported 0% suspensions, while Students with Disabilities and Socioeconomically Disadvantaged students earned a Green performance level, each with less than 1% suspended.
These outcomes indicate equitable behavior expectations and support systems that are working across diverse student populations.
3. While overall performance is strong, declines in small student groups highlight the importance of continued monitoring.
Some student groups with fewer than 30 students, such as African American and Filipino students, experienced declines despite maintaining a 0% suspension rate this year.
These shifts—though statistically limited—suggest a need to ensure ongoing culturally responsive practices and inclusive approaches, particularly for underrepresented student groups.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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