



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadows School	Elementary	41-68973-6044234	March 20, 2025	May 6, 2025

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Meadow's Single Plan for Student Achievement is aligned with the Millbrae School District's Local Control and Accountability Plan (LCAP). This Plan is supplemented by actions and services provided through federal funds. Meadow's mission is to meet the academic and behavioral needs of students through a Multi-Tiered System of Supports (MTSS) which includes data analysis and a Response to Intervention/Instruction (RtI) process. Meadow's core educational program delivers supports at the classroom level through Tier 1(Core) first best instruction, and commits to strategically enhancing services at the classroom level for struggling students. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) evidence-based intervention and services to ensure all students meet or exceed State academic standards and success.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process began with district support at our principal's meetings and followed with professional development. Stakeholder input was gathered via surveys, meetings, test performance and observations. The principal met with parents during Principal Coffees, PTO meetings, SSC meetings, and met with staff during staff meetings and professional learning teams. Staff participated in monthly staff meetings to review data, refine school vision, and review resources to support students in need.

Additionally, all stakeholders provided input to address the school-wide goals, tasks, measures, and budget allocation proposed for the site plan. The School Site Council reviewed the data collected, identified needs, and determined site goals and potential future endeavors. The articulated goals were aligned with the District Local Control Accountability Plan and prioritized action steps. The Single Plan for Student Achievement was reviewed by the Parent Teacher Organization and the School Site Council. It was approved by the School Site Council on March 20, 2025.

Resource Inequities

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

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

Instructional Aide is shared across grade levels.

Reading Support Specialist is unable to address all literacy needs school-wide

1 ELD Aide addresses all EL students

Our staff continues to require additional support on designated and integrated ELD, but has limited professional development time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress

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

N/A

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Meadows 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%	%	0	0	
African American	0.27%	0.56%	%	1	2	
Asian	50.94%	55.21%	56.93%	190	196	189
Filipino	9.12%	7.89%	7.53%	34	28	25
Hispanic/Latino	11.26%	8.45%	8.13%	42	30	27
Pacific Islander	0.27%	0.28%	0.60%	1	1	2
White	19.03%	17.75%	18.37%	71	63	61
Two or More Races	7.77%	8.73%	7.23%	29	31	24
Not Reported	1.34%	1.13%	1.20%	5	4	
Total Enrollment				373	355	332

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	50	48
Grade 1	61	55	48
Grade 2	49	60	52
Grade 3	74	47	66
Grade 4	62	74	45
Grade 5	71	69	73
Total Enrollment	373	355	332

Conclusions based on this data:

- Over the three years enrollment has fluctuated, but overall has remained relatively consistent.
- Enrollment is 23-24 is the lowest of the three years.
- Increase in 24-25 due to increase in SAI classes and Transitional Kindergarten class.

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	67	53	56	15.0%	18.0%	16.9%
Fluent English Proficient (FEP)	78	71	62	21.4%	20.9%	18.7%
Reclassified Fluent English Proficient (RFEP)				26.2%		

Conclusions based on this data:

1. In 23/24 18.7 % of our ELL are reclassified.
2. Our ELL make up 16.9% of our population
3. We need to increase the percentage of students reclassified

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	73	46	66	71	44	63	71	44	63	97.3	95.7	95.5
Grade 4	63	73	47	63	71	44	63	71	44	100.0	97.3	93.6
Grade 5	70	68	73	66	63	69	66	63	69	94.3	92.6	94.5
All Grades	206	187	186	200	178	176	200	178	176	97.1	95.2	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2466.	2475.	2479.	43.66	40.91	39.68	22.54	31.82	31.75	18.31	20.45	22.22	15.49	6.82	6.35
Grade 4	2492.	2507.	2516.	33.33	38.03	45.45	25.40	35.21	25.00	17.46	9.86	11.36	23.81	16.90	18.18
Grade 5	2520.	2539.	2570.	28.79	38.10	47.83	31.82	28.57	34.78	16.67	20.63	7.25	22.73	12.70	10.14
All Grades	N/A	N/A	N/A	35.50	38.76	44.32	26.50	32.02	31.25	17.50	16.29	13.64	20.50	12.92	10.80

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	32.39	34.09	30.16	53.52	59.09	63.49	14.08	6.82	6.35
Grade 4	34.92	19.72	25.00	55.56	77.46	61.36	9.52	2.82	13.64
Grade 5	31.82	28.57	34.78	56.06	63.49	56.52	12.12	7.94	8.70
All Grades	33.00	26.40	30.68	55.00	67.98	60.23	12.00	5.62	9.09

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	30.99	29.55	33.33	50.70	59.09	55.56	18.31	11.36	11.11
Grade 4	25.40	25.35	25.00	55.56	60.56	59.09	19.05	14.08	15.91
Grade 5	18.18	26.98	40.58	59.09	61.90	50.72	22.73	11.11	8.70
All Grades	25.00	26.97	34.09	55.00	60.67	54.55	20.00	12.36	11.36

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	19.72	13.64	17.46	69.01	81.82	74.60	11.27	4.55	7.94
Grade 4	23.81	18.31	15.91	60.32	70.42	68.18	15.87	11.27	15.91
Grade 5	18.18	17.46	20.29	71.21	77.78	78.26	10.61	4.76	1.45
All Grades	20.50	16.85	18.18	67.00	75.84	74.43	12.50	7.30	7.39

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	25.35	31.82	28.57	67.61	61.36	63.49	7.04	6.82	7.94
Grade 4	23.81	25.35	29.55	61.90	64.79	65.91	14.29	9.86	4.55
Grade 5	18.18	30.16	37.68	71.21	61.90	56.52	10.61	7.94	5.80
All Grades	22.50	28.65	32.39	67.00	62.92	61.36	10.50	8.43	6.25

Conclusions based on this data:

1. We decreased the % of students in writing that are below proficiency by 1%.
2. Overall achievement for all students remains relatively stable. All domains saw a decrease in % of students below standard, except for percentage of students below standard in reading, which increased from 5.62% to 9.09% (a 3.47% increase).
3. At grade 4, the increase in students not performing at proficient in reading was over 10%.

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	73	46	66	70	44	63	69	44	63	95.9	95.7	95.5
Grade 4	63	73	47	63	71	44	63	71	44	100.0	97.3	93.6
Grade 5	70	68	73	67	63	69	67	63	69	95.7	92.6	94.5
All Grades	206	187	186	200	178	176	199	178	176	97.1	95.2	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2481.	2491.	2497.	42.03	43.18	55.56	33.33	36.36	28.57	18.84	15.91	6.35	5.80	4.55	9.52
Grade 4	2505.	2536.	2539.	39.68	39.44	45.45	22.22	38.03	34.09	23.81	14.08	15.91	14.29	8.45	4.55
Grade 5	2518.	2555.	2571.	31.34	42.86	57.97	22.39	22.22	20.29	19.40	20.63	13.04	26.87	14.29	8.70
Grade 11															
All Grades	N/A	N/A	N/A	37.69	41.57	53.98	26.13	32.02	26.70	20.60	16.85	11.36	15.58	9.55	7.95

Concepts & Procedures Applying mathematical concepts and procedures									
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	49.28	61.36	65.08	44.93	34.09	26.98	5.80	4.55	7.94
Grade 4	46.03	56.34	50.00	31.75	32.39	40.91	22.22	11.27	9.09
Grade 5	34.33	47.62	49.28	35.82	33.33	39.13	29.85	19.05	11.59
Grade 11									
All Grades	43.22	54.49	55.11	37.69	33.15	35.23	19.10	12.36	9.66

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	42.03	45.45	52.38	47.83	47.73	39.68	10.14	6.82	7.94
Grade 4	42.86	36.62	47.73	34.92	56.34	47.73	22.22	7.04	4.55
Grade 5	23.88	34.92	43.48	62.69	58.73	47.83	13.43	6.35	8.70
All Grades	36.18	38.20	47.73	48.74	55.06	44.89	15.08	6.74	7.39

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	37.68	36.36	46.03	57.97	59.09	47.62	4.35	4.55	6.35
Grade 4	34.92	35.21	34.09	47.62	56.34	59.09	17.46	8.45	6.82
Grade 5	17.91	17.46	37.68	67.16	65.08	50.72	14.93	17.46	11.59
All Grades	30.15	29.21	39.77	57.79	60.11	51.70	12.06	10.67	8.52

Conclusions based on this data:

1. Overall achievement for all students in mathematics has improved.
2. Problem Solving and Data Analysis is the only domain that didn't see an increase in % of students above standard.
3. 80.6% of our students met or exceeded standard in math in 2023 which is almost a 7.1% increase from 73.59% in 2022.

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	*	*	1373.8	*	*	1383.1	*	*	1352.1	8	10	16
1	1451.0	*	*	1457.8	*	*	1443.8	*	*	12	7	6
2	*	1514.4	*	*	1510.5	*	*	1517.9	*	5	13	*
3	1495.1	*	1498.5	1507.5	*	1496.5	1482.2	*	1499.8	11	5	13
4	*	*	*	*	*	*	*	*	*	8	9	6
5	*	*	*	*	*	*	*	*	*	4	7	7
All Grades										48	51	51

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	*	*	12.50	*	*	25.00	*	*	18.75	*	*	43.75	*	*	16
1	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*	*
2	*	15.38	*	*	61.54	*	*	23.08	*	*	0.00	*	*	13	*
3	27.27	*	23.08	27.27	*	38.46	27.27	*	30.77	18.18	*	7.69	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	25.49	11.76	39.58	43.14	41.18	29.17	23.53	25.49	14.58	7.84	21.57	48	51	51

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	*	*	12.50	*	*	31.25	*	*	12.50	*	*	43.75	*	*	16
1	33.33	*	*	33.33	*	*	16.67	*	*	16.67	*	*	12	*	*
2	*	46.15	*	*	38.46	*	*	15.38	*	*	0.00	*	*	13	*
3	45.45	*	46.15	27.27	*	23.08	9.09	*	23.08	18.18	*	7.69	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	47.06	25.49	37.50	35.29	39.22	12.50	13.73	17.65	16.67	3.92	17.65	48	51	51

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	31.25	*	12.50	18.75	*	18.75	37.50	*	31.25	12.50	*	37.50	16	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	15.38	*	53.85	69.23	*	23.08	15.38	*	15.38	0.00	*	13	13	*
3	36.36	*	0.00	18.18	*	53.85	36.36	*	30.77	9.09	*	15.38	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.42	11.76	3.92	33.33	41.18	39.22	33.33	27.45	29.41	22.92	19.61	27.45	48	51	51

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	*	*	18.75	*	*	50.00	*	*	31.25	*	*	16
1	50.00	*	*	33.33	*	*	16.67	*	*	12	*	*
2	*	46.15	*	*	53.85	*	*	0.00	*	*	13	*
3	45.45	*	38.46	36.36	*	53.85	18.18	*	7.69	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	43.14	27.45	39.58	49.02	56.86	16.67	7.84	15.69	48	51	51

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	*	*	6.25	*	*	43.75	*	*	50.00	*	*	16
1	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
2	*	61.54	*	*	38.46	*	*	0.00	*	*	13	*
3	63.64	*	46.15	18.18	*	38.46	18.18	*	15.38	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.08	50.98	27.45	56.25	43.14	49.02	16.67	5.88	23.53	48	51	51

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	*	*	0.00	*	*	56.25	*	*	43.75	*	*	16
1	25.00	*	*	41.67	*	*	33.33	*	*	12	*	*
2	*	23.08	*	*	69.23	*	*	7.69	*	*	13	*
3	9.09	*	0.00	36.36	*	84.62	54.55	*	15.38	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	21.57	3.92	50.00	54.90	66.67	31.25	23.53	29.41	48	51	51

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	*	*	31.25	*	*	25.00	*	*	43.75	*	*	16
1	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
2	*	38.46	*	*	61.54	*	*	0.00	*	*	13	*
3	9.09	*	0.00	72.73	*	92.31	18.18	*	7.69	11	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	27.45	15.69	56.25	62.75	60.78	25.00	9.80	23.53	48	51	51

Conclusions based on this data:

1. The majority of our students are at level 3.
2. The percentage of students achieving at a level 3 and 4 for overall proficiency decreased by over 15%.
3. The percentage of students achieving at well developed levels dropped in all areas, but most notably in the listening domain which dropped over 23%.

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
332	18.7%	16.9%	0.0%
Total Number of Students enrolled in Meadows 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	56	16.9%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	62	18.7%
Students with Disabilities	24	7.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	189	56.9%
Filipino	25	7.5%
Hispanic	27	8.1%
Two or More Races	24	7.2%
Pacific Islander	2	0.6%
White	61	18.4%

Conclusions based on this data:

1. Asian population remains our largest demographic group at 56%.

2. English learners make up nearly 17% of our population.
3. 18.7% of our population is Socioeconomically Disadvantaged.

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  Green	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  Red		

Conclusions based on this data:

- Student performance in English Language Arts and Math is at the high level with the exception of our English learner population.
- The suspension rate is very low, which contributes to a positive school climate.

3. Our efforts will be to narrow achievement gap between our English learners with strategic interventions that are based on analysis of student work in grade level professional learning teams.

School and Student Performance Data

Academic Performance English Language Arts

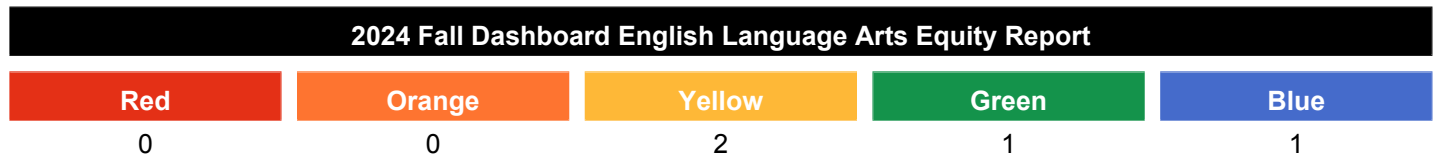
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Blue</div> <div>56.2 points above standard</div> <div>Increased 18.4 points</div> <div>174 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>1.2 points below standard</div> <div>Declined 5.8 points</div> <div>40 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>10.1 points below standard</div> <div>Increased 23.8 points</div> <div>40 Students</div>

Students with Disabilities  No Performance Color 181.0 points below standard Declined 45.5 points 12 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 71.2 points above standard Increased 17.2 points 100 Students	Filipino  No Performance Color 22.1 points above standard Declined 26.4 points 16 Students	Hispanic  No Performance Color 44.3 points below standard Increased 21.1 points 17 Students
Two or More Races  No Performance Color 44.8 points above standard Increased 29.4 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 13.9 points above standard Maintained 1.1 points 31 Students

Conclusions based on this data:

1. Students are generally performing well academically in the above standard range, however, the English learner subgroup is showing declining and significantly declining scores.
2. English Learners decreased 5.8 points indicating there is a need to support and track the progress of all of our English learners, including our Reclassified English Learners. Continued work to provide targeted instruction for EL students and professional development for teachers is needed. The outcome will be more effective teachers and improved academic performance for our EL Only group.
3. Our students who are socioeconomically disadvantaged and students with disabilities increased, however, we still see that more support is needed socially, emotionally, and academically for both groups of students. Continued professional development around interventions for English learners and instruction inclusion of students with disabilities is needed to narrow the achievement gap.

School and Student Performance Data

Academic Performance Mathematics

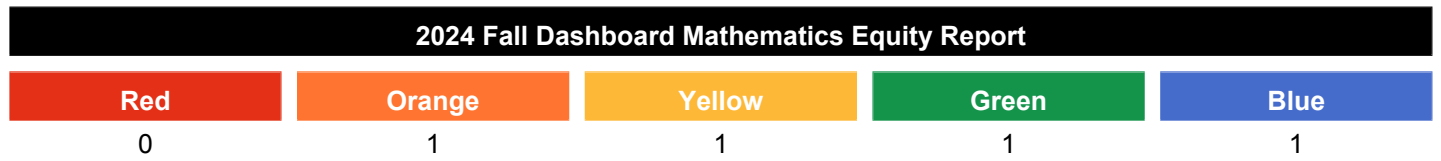
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div> Blue</div> <div>53.8 points above standard</div> <div>Increased 10.1 points</div> <div>175 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>1.9 points below standard</div> <div>Declined 22.0 points</div> <div>42 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>32.7 points below standard</div> <div>Declined 6.1 points</div> <div>41 Students</div>

Students with Disabilities  No Performance Color 172.0 points below standard Declined 44.4 points 12 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 70.6 points above standard Increased 7.2 points 101 Students	Filipino  No Performance Color 21.9 points above standard Declined 31.1 points 16 Students	Hispanic  No Performance Color 64.4 points below standard Increased 13.7 points 17 Students
Two or More Races  No Performance Color 20.8 points above standard Maintained 1.4 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 18.6 points above standard Increased 8.7 points 31 Students

Conclusions based on this data:

1. There is an Achievement gap with white and Asian students and their socioeconomically disadvantaged peers.
2. There is an achievement gap with white and Asian students and their English learner peers.
3. Overall, students increased in Math.

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
 Red	 No Performance Color
33.3% making progress.	making progress.
Number Students: 33 Students	Number Students: 1 Student

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
15.2%	51.5%	0%	33.3%

Conclusions based on this data:

- Over half of our English learners maintained progress and a third of our English learners progressed at least one level.
- To improve student learning for EL students there is a need to implement 30 minutes of designated EL instruction with fidelity.
- There is a need to decrease the number of students who decreased one ELPI level.

School and Student Performance Data

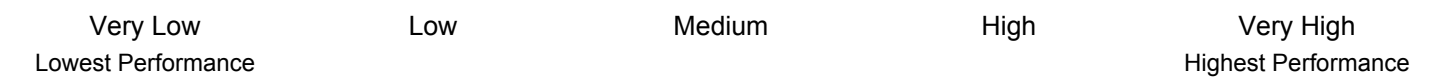
Academic Performance College/Career Report

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

This section 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		
<div>All Students</div> <div><p>Green</p></div> <div>4.4% Chronically Absent</div> <div>Declined 1.1</div> <div>339 Students</div>	<div>English Learners</div> <div><p>Green</p></div> <div>3.3% Chronically Absent</div> <div>Maintained 0.2</div> <div>60 Students</div>	<div>Long-Term English Learners</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>0 Students</div>	<div>Homeless</div> <div><p>No Performance Color</p></div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Orange</p></div> <div>10.1% Chronically Absent</div> <div>Increased 5.7</div> <div>69 Students</div>

Students with Disabilities  No Performance Color 13.3% Chronically Absent Declined 0.5 30 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% Chronically Absent Declined 1.5 191 Students	Filipino  No Performance Color 12% Chronically Absent Increased 1.7 25 Students	Hispanic  Green 6.5% Chronically Absent Declined 3.2 31 Students
Two or More Races  No Performance Color 3.6% Chronically Absent Increased 3.6 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 11.3% Chronically Absent Declined 4.3 62 Students

Conclusions based on this data:

1. All students declined in chronic absenteeism by 1.1% and specifically our Asian subgroup.
2. Our English learner chronic absenteeism rate was maintained.
3. Socio-economically disadvantaged students chronic absenteeism rate increased by 5.7%.

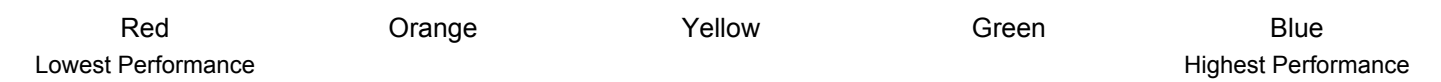
School and Student Performance Data

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



This section provides number of student groups in each level.



This section provides information about 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

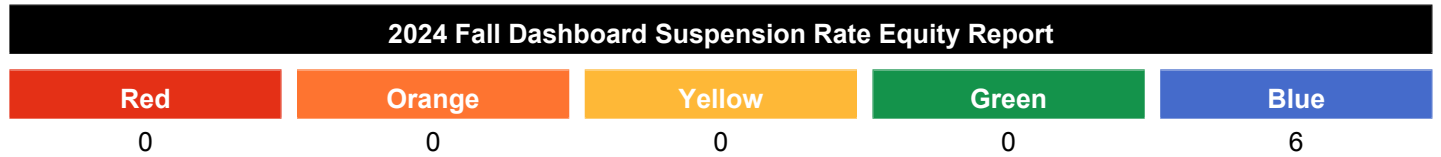
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>351 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>60 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>71 Students</div>

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 31 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 193 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 31 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 64 Students

Conclusions based on this data:

1. Our current suspension rate is very low.
2. Implementing MTSS and Social Emotional Learning (SEL) will continue to provide a positive outcome for all students and maintain very low suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

High Quality Literacy Instruction

By June 2025, teachers' increased use of science of reading instructional practices will result in at least 85% of students reading at or above benchmark. Those students who are not achieving at or above benchmark will advance at least one proficiency level as indicated by District Literacy benchmarks. This goal will be supported by consistent implementation of the CCSS, targeted interventions for striving readers, and ongoing professional development for teachers in effective literacy instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Millbrae Elementary School District will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. The overall number of students achieving proficiency in reading will increase each year.

Identified Need

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

Increase teacher collaboration around data analysis in an effort to inform daily instruction and in developmentally appropriate science of reading instructional practices. Meadows will commit to providing embedded time to support progress monitoring of Tier 1 and Tier 2 interventions through Professional Learning Team meetings. Teachers will be provided the opportunity to identify learning gaps through data analysis and collaboration in an effort to improve instruction.

70.78% met or exceeded standard for ELA in 2022/2023 on the California Assessment of student performance and progress (CAASPP)

73.59% met or exceeded standard for math in 2022/2023 on the California Assessment of student performance and progress (CAASPP)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Developmental Reading Assessment (DRA) Formative Assessments CAASPP STAR Benchmark	Formative Assessments Summative Assessments	Increase student achievement on formal and informal assessments

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide teacher directed, and explicit small group literacy instruction for students below proficiency on standards as identified by formal and informal assessments	All students	0.00 District Funded 5800: Professional/Consulting Services And Operating Expenditures
1.2	Provide regular embedded collaboration time for all Meadows teachers to analyze data in order to inform instruction.	All students	0.00 District Funded 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures
1.3	Provide regular embedded collaboration time for all Meadows teachers to create common formative assessments (CFA's) which will be analyzed to inform daily instruction.	All students	0.00 District Funded 1000-1999: Certificated Personnel Salaries
1.4	Provide regular collaboration time for teachers to plan small group instruction as informed by their ESGI, STAR, DRA, CFA data analysis.	All students	0.00 District Funded 2000-2999: Classified Personnel Salaries .
1.5	Purchase Literacy & Math online programs such as IXL, Razz Kids, Scholastic News Epic, & Newsela for students to practice reading at their independent reading levels.	All Students	0.00 District Funded 4000-4999: Books And Supplies
1.6	Reading Specialist to provide an additional dose of foundational reading skill support for identified students	Students K-3	District Funded 1000-1999: Certificated Personnel Salaries District Funded 4000-4999: Books And Supplies District Funded 5800: Professional/Consulting Services And Operating Expenditures
1.7	Reading Nook- provide embedded time to explore and celebrate the love of reading for all students at all reading levels.	All Students	0.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

			Purchase of books and materials
1.9	Flexible, targeted foundational reading support is provided to TK/K students in fluid groups based on ongoing needs	All TK and Kindergarten Students	District Funded 1000-1999: Certificated Personnel Salaries
1.10	Utilize benchmark assessments and staff training to inform data-driven instruction and student grouping	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District Funded 1000-1999: Certificated Personnel Salaries
1.11	Enhancement of foundational phonemic awareness skills through a strong focus on phonological awareness in grades K and 1 with pilot instructional program taking place in 75% of our K-1 classes.	Pilot K, 1 teachers	District Funded 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our PLT's and SST processes have allowed us to consistently implement and monitor SMART goals to meet the needs of our students in both academics and behavior. Our District Literacy Team guided site implementation of expanded instructional practices aligned to science of reading.

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

None noted

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

Our PLT's and SST will continue to collaborate around both Tier 1 and Tier 2 goals, supports. Progress monitoring will continue to take place in weekly PLT's and SST meetings. Tier 1 practices will continue to be refined through use of a co-constructed Tier 1 Practices Reflection Checklist aligned to the California Standards for the Teaching Profession.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

PLT-Driven Formative Assessment Analysis and Student Achievement

By June 2025, more students including those who are English learners and socio-economically disadvantaged, will maintain or increase proficiency in ELA and mathematics standards. This will be evidenced by increasing English learners and socio-economically disadvantaged students achievement by 5% on the CAASPP. Ongoing professional learning and Professional Learning Teams (PLTs) will drive this work through data-informed differentiated instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive standards-based differentiated instruction. By the end of each academic year, at least 80% of students will demonstrate proficiency in grade-level essential standards, as measured through local summative assessments. Common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide data in mathematics will be used to inform instruction and differentiation.

Identified Need

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

Increase teacher collaboration around data analysis in an effort to inform daily instruction. Meadows will commit to providing embedded time to support progress monitoring of Tier 1 and Tier 2 interventions through Professional Learning Team meetings. Teachers will be provided the opportunity to identify learning gaps through data analysis and collaboration in an effort to improve instruction. The Tier 1 Instructional Reflection Tool will support teacher interventions prior to the SST process through increased access to instruction.

44% students met or exceeded standard for ELA in 2023-2024 on the California Assessment of student performance and progress (CAASPP).

53% met or exceeded standard for math in 2023-2024 on the California Assessment of student performance and progress (CAASPP).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge and STAR Local Assessments	Formative Assessments	Increased student achievement on formal and informal assessments
Formative Assessments	Summative Assessments	
Report Cards	Increased student achievement on formal and informal assessments	
CAASPP		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide teacher directed, and explicit small group instruction for students below proficiency on standards as identified by formal and informal assessments-including foundational literacy skills	All Students	0.00 District Funded 1000-1999: Certificated Personnel Salaries District Funded 5800: Professional/Consulting Services And Operating Expenditures
2.2	Provide regular embedded collaboration time for all Meadows teachers to analyze data in order to inform instruction.	All Students	0.00 District Funded 1000-1999: Certificated Personnel Salaries
2.3	Provide regular embedded collaboration time for all Meadows teachers to create common formative assessments (CFA's) which will be analyzed to inform daily instruction.	All Students	0.00 District Funded 1000-1999: Certificated Personnel Salaries
2.4	Provide regular collaboration time for teachers to plan small group instruction as informed by their STAR, FastBridge, CFA data analysis.	All Students	0.00 District Funded 1000-1999: Certificated Personnel Salaries
2.5	Deepen staff knowledge of Science of Reading instructional practices and collaboratively prioritize district-wide grade-level essential standards through professional learning day to guide PLT work and student instruction.	All Certificated Staff	0.00 District Funded 1000-1999: Certificated Personnel Salaries District Funded 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our efforts have resulted in increased student achievement.

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

None

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

Our PLT's and SST will continue to collaborate around both Tier 1 and Tier 2 goals, supports. Progress monitoring will continue to take place in weekly PLT's and SST meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Fostering Belonging, Engagement, & Attendance

By the end of the school year, Meadows Elementary School will increase sense of student and staff belonging by 5% as reported by climate survey results and decreased chronic absenteeism rates by 3% through targeted initiatives that foster a welcoming, inclusive, and engaging school environment that focuses on cultivating strong relationships between staff, students, and families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state (Chronic absenteeism) and local measures (Panorama survey).

Identified Need

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

Chronic Absenteeism puts students academically at risk. Missing 10% of a school year for any reason can lead to missing out on opportunities to learn. Chronically absent students are at the greatest risk of falling behind, and reduced student achievement, social disengagement, and feelings of alienation. Currently our overall chronic absenteeism rate is 4.4%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Performance Data: Dashboard, Chronic Absenteeism	Student Performance Data: Dashboard (chronic Absenteeism) 2024-2025	Decrease the number of students who are chronically absent
Synergy Report of Chronic Absenteeism	2024-2025 list/percentage of students chronically absent	Decrease the number of students who have unexcused absences
Report Cards	Student Report Cards Reporting Tardies/Absences	Fewer absences
Panorama Data		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Meadow's PLC's will review and monitor attendance data monthly and collaborate with administration to implement appropriate attendance expectations along with accompanying	All Students	District Funded 1000-1999: Certificated Personnel Salaries

	strategies to promote positive attendance.		
3.2	Meadows will take steps to create a school-wide culture in which all teachers and staff intentionally develop positive and meaningful relationships with students.	All Students	
3.3	Implement a tiered system of support using PBIS and Harper for Kids- Pyramid of Success to support students and families in regular and timely attendance	All Students	
3.4	Raise awareness and educate school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absenteeism and truancy through the use of school-wide newsletters, committees and parent/principal chats.	All Students	District Funded
3.5	Connect students with school through PTO events, Millbrae Education Foundation events, and sports with Millbrae Parks and Recreation.	All Students	
3.6	Make home visits concerning student absences if parents, guardians, and caregivers cannot be reached by email, text, or telephone.	All Students	District Funded 1000-1999: Certificated Personnel Salaries
3.7	Staff will be proactive in referring students with frequent absences to the Student Study Team, and/or Student Attendance Review Team (SART) to create goals and monitor progress through progressive corrective actions.	All Students	
3.8	Provide engaging, hands-on, and culturally responsive learning experiences through classroom lessons, guest speakers, assemblies, field trips, and community events.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.9	Cultivate school wide connections through Buddy classes where upper grade classes are paired with lower classes for special learning activities.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our overall school climate is positive as evidenced by our low suspension rate and our positive student belonging data from Panorama survey.

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

None

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

We will use the Panorama student survey data to inform beginning of the year community building activities for the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Advancing English Learner Achievement

By the end of the school year, Meadows Elementary School will increase the percentage of English Learner (EL) students demonstrating at least one year of growth on the ELPAC and/or being redesignated as Fluent English Proficient (RFEP) by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will provide integrated and designated English language development instruction, improving English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who achieve at least one year of growth from the previous English Language Proficiency Assessment for California (ELPAC) or are redesignated as a fluent English proficient student will increase from the prior year.

Identified Need

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

Our Hispanic, Students with Disabilities, Socio Economically Disadvantaged and English Learner Subgroups continue to trail behind their Asian and White counterparts in both ELA and Math on SBAC, ELPAC and STAR data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2024-2025 ELPAC data	Increase in EL student proficiency as measured by the Summative ELPAC
ELA CAASPP	2024-2025 CAASPP data	Increase in ELL reclassification rates

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide explicit dedicated and integrated ELD instruction throughout the school day. This includes instruction that focuses on language instruction across all content areas. This instruction is scaffolded and differentiated for English Learners to access core content which in	English Learners	0.00 District Funded 1000-1999: Certificated Personnel Salaries
4.2	Provide English Learners with access to Imagine Learning, an online program supporting English language development.	English Learners	Title III 0000: Unrestricted
4.3	Provide ongoing professional development during staff meetings which highlights best practices and supports for our English language learners	English Learners	0.00 Title III Part A: Language Instruction for LEP Students

4.4	Parent Education in the form of District Parent University events and Principal Coffee Chats will promote and encourage increased parent participation in school related committees (ELAC & SSC), events and functions.	English Learners	
4.5	Site administration will conduct regular informal observations (walk-throughs) of ELD instruction to monitor the progress of English learners engaged in academic conversation across content areas.	English Learners	
4.6	Designated professional learning and collaboration time with ELD coordinator and teachers for designated ELD instruction	English Learners	Title III
4.7	ELD Tutor pushes in to provide additional designated English language development at student's proficiency level.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our English learners have continued to make progress in English acquisition. Collaboration, progress monitoring and differentiated supports have led to this progress.

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

None

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

None

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.2			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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	\$0.00
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 III Part A: Language Instruction for LEP Students	\$0.00

Subtotal of additional federal funds included for this school: \$0.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	6,390	6,390.00
Donations	10,018	10,018.00
Lottery: Instructional Materials	17,149.76	17,149.76
Prop 28	51,835	51,835.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title III Part A: Language Instruction for LEP Students	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

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Title III Part A: Language Instruction for LEP Students
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0.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4

Total Expenditures
0.00
0.00
0.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Karen Kim	Parent or Community Member
Patti Miyakawa	Parent or Community Member
Julie Costantino	Principal
Neda Rezufard	Parent or Community Member
Yvonne Ha	Parent or Community Member
Janice Toy	Parent or Community Member
Ana Kelly	Classroom Teacher
Kelsi Moore	Classroom Teacher
Kellie Zahursky	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 25, 2024.

Attested:

Principal, Julie Costantino on 4/25/24
SSC Chairperson, Patti Miyakawa on 4/25/24

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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