



# MEADOW GREEN ELEMENTARY

## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Meadow Green Elementary
<b>Address</b>	12025 Grovedale Drive Whittier, CA 90604
<b>County-District-School (CDS) Code</b>	19647666020192
<b>Principal</b>	Matt Cukro
<b>District Name</b>	Lowell Joint School District
<b>SPSA Revision Date</b>	October 17, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	October 17, 2018
<b>Local Board Approval Date</b>	December 10, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## 2018/19 Vision:

Our goal in 2018/19 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready!

Citizenship, character education, and safety are also of the utmost importance at Meadow Green. We will also continue to develop students who exhibit traditional qualities and values, such as leadership, respect, responsibility, honesty, and integrity through our monthly character education themes and powerful PBIS program. Our staff at Meadow Green will teach, set, model, and reinforce expectations for our students. Students will receive positive recognition through monthly character assemblies and our PBIS systems.

Meadow Green students will continue to learn and master skills in technology that will prepare them for 21st century college and careers. Throughout the year students will utilize technology such as, 1:1 Chromebooks in grades 3-6, iPads in grades TK-2, a state-of-the-art PC/MAC computer lab, and a Science, Technology, Engineering, Art, and Math (STEAM) Lab for hands-on learning. Using technology regularly allows Meadow Green students to develop 21st century skills in the 4 Cs (communication, collaboration, creativity, and critical thinking). Students in grades 5 and 6 learn and practice computer science and coding skills to prepare them for advanced classes at Rancho Starbuck and at the high school level. Students also receive weekly instruction in music thanks to the generous support of the Lowell Joint Education Foundation. 6th grade students are able to participate in band and percussion. Instruction in Art is also provided throughout the year.

## Meadow Green Mission Statement:

The mission of Meadow Green Elementary School is to encourage students and staff to seek excellence in academic achievement and personal conduct. We are committed to fostering student self-direction, self-motivation, self-discipline, and the ability to recognize the importance of learning. We believe that a close partnership between home, school, and community is essential to our students' success, in becoming productive citizens and life-long learners.

At Meadow Green Elementary School, we believe:

- that all students can learn, deserve access to a rich instructional program, and should have an equal opportunity to learn in a safe and nurturing environment.
- in teaching good citizenship skills and developing in students an appreciation of country.
- that all students are valuable and gain ability, self-esteem, and pride through their diligence, achievements and accomplishments.
- that the choices made today shape the world tomorrow.
- that kindness makes our school a better place.
- that hard work helps us reach our potential.

# School Profile

Meadow Green Elementary School, one of six schools in the Lowell Joint School District, is located in a suburban community in an unincorporated area of Los Angeles County. The current enrollment of Meadow Green is 555 students in special education preschool through grade six. The ethnic make-up of this population includes 70.8% Hispanic, 19.6% white, and 9.6% multi or other ethnic backgrounds. 36.4% percent of the students participate in the free or reduced lunch program. The average class size in grades TK-3 is 25 and for grades 4-6 is 32. Preschool programs are provided for students with special needs as determined by Individualized Education Plan (IEP) teams. A Resource Specialist Program is provided to students in grades TK-6, as determined based on needs with IEP teams. The Meadow Green staff consists of 22 certificated teachers, 3 certificated support personnel (psychologist, speech language pathologist, school nurse), a full time and part time counseling/psychology interns, 17 classified employees, and 1 part time intervention support teacher. Meadow Green is a single-track school that provides a regular kindergarten through sixth grade program, a special education preschool program, and a myriad of support programs and student opportunities that enhance our educational program. They include:

- Resource Specialist Program
- English Language Development Program (ELD)

- Speech and Language services (for identified students)
- Character Education Program
- Patriotic Program
- P.R.I.D.E. Recognition Program (Personal Responsibility in Daily Effort)
- Art Program for grades one through six
- Formal Music Program (with a choral director)
- Band for sixth graders
- After School Strings
- After School Theater/Drama
- After and before school intervention
- Daily Tier I MTSS support through implementation of best first instruction practices (EDI)
- Daily Tier II MTSS support through reteaching of concepts with Focus 5 groups
- Weekly Tier III MTSS support through intensive small group (less than 7 students) instruction Tue-Thurs
- Technology access through a Computer Lab, over 100 iPads, 1:1 Chromebooks in grades 3-6, and a projection system, up-to-date computer, and document camera in every classroom.
- Student Leadership Teams
- Kindness Pledge Program
- Play Buddies (typical students with special needs students)
- Upper Grade/Lower Grade Buddy Activities
- PTA-sponsored enrichment activities such as special assemblies, field trips, and student activities
- Opportunities for community service projects such as food, blanket, jacket, and toy drives
- Family Nights
- Parent Institute for Quality Education (PIQE) program.
- Reading Night for Various Grade Levels
- Lexia Core5 (Grades K-2) and Reading Plus (Grades 3-6). These programs are available at school and online at home.
- Accelerated Reader Grades, K, 1, and 2
- MIND Institute ST Math Program school-wide
- Khan Academy Institute
- CGI Math for Grades K-3
- CodeEd (coding) for Grades 5 & 6
- Dedicated and Mobile STEAM Labs for monthly school wide activities in science, technology, engineering, the arts, and math
- EV3 Robotics
- Textbooks available online through Think Central
- Monthly Saturday Academy
- PBIS - Positive Behavior Intervention Strategies Program (school-wide)

The instructional programs at Meadow Green are aligned to the California Common Core Standards. The goal for all students is to reach achievement at or above grade level in all curricular areas. Teachers, students, and parents all work toward this goal in a concerted effort to provide the highest quality educational program. Grade level collaborative leadership teams meet monthly for planning and collaboration. Academic programs are coordinated by grade level. The staff and School Site Council meet quarterly to review the goals in the School Plan for Student Achievement.

An English Language Advisory Committee (ELAC) is sub committee within the SSC.

Both the School Site Council (SSC) and ELAC are responsible for providing input and making decisions involving school programs, activities, and safety, and are the general forums for providing all parents with pertinent information from District committees.

Our PTA meets monthly throughout the year and provides numerous opportunities for family and student engagement both during and outside of school hours.

Meadow Green Elementary School is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements: School Crime Assessment, Child Abuse Reporting, Disaster Procedures, School Discipline, Sexual Harassment Policy, School-wide Discipline Plan, and School-wide Dress Code, all of which contribute to a safe and orderly environment. The rate of suspensions is very low and the use of drugs on campus is nonexistent. The school is in its fourth full year of implementation of PBIS - Positive Behavior Intervention Strategies Program. This year we will be

working with the Orange County Department of Education (OCDE) on integrating PALs and Restorative Justice strategies to target the orange level school climate rating on the CA Dashboard.

The staff supports curricular academic programs and social and emotional need of students. They make strong efforts to keep parents and guardians aware of students progress. Before and after school programs in ELA and math provide struggling students with additional academic support.

Title I is utilized to support students in need of interventions at Meadow Green as a means to supplement and not supplant our CORE program. The purpose of a TAS Title I program is to:

Provide services to eligible children identified by the school as failing, or most at risk of failing, to meet the State's academic content standards.

Supplement the services that would be provided by nonfederal sources, in the absence of the Title I, Part A, funds.

Support methods and instructional strategies that are proven to be effective, and that strengthen the core curriculum.

The TAS program should reflect the use of effective teaching methods and instructional strategies that are evidence-based, strengthen the core academic program, and accomplish the following objectives:

Help identified students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education (ESSA Section 1115[b][2][A]).

Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include:

Expanded learning time, before- and after-school programs, and summer programs and opportunities; and

A school wide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (ESSA Section 1115[b][2][B]).

Coordinate with and support the regular education program, which may include services to assist preschool students in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of Title II, or State-run preschool programs to elementary school programs (ESSA Section 1115[b][2][C]).

Use Title I, Part A funds and other resources to provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible students in programs under this section or in the regular education program (ESSA Section 1115[b][2][D]).

Implement strategies to increase the involvement of parents of eligible students in accordance with section 1116 (ESSA Section 1115[b][2][E]).

If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESSA Section 1115[b][2][F]).

Meadow Green utilizes a school-wide tiered model to prevent and address behavior and academic problems. Title I funds are utilized to provide tier III interventions in academics and behavior, provide on-going professional development and data analysis to support student growth, and provide technology, software, equipment, and other supplies to support a school-wide tiered model.

The following criteria are utilized to identify students in need of tier III support:

Targeted Assistance Criteria are as follows:

Grades 1

- Students who score below 80% on the Basic Phonics Skills Test
- Students who know less than 35 fry words
- Students identified as in need of support through our Dibels progress monitoring assessments.
- Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

#### Grade 2

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who score below 60 % on the Second Grade Beginning of the Year Diagnostic Test
  - Students identified as in need of support through our Dibels progress monitoring assessments. .
  - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

#### Grade 3

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 2-3 is 420L-820L
  - Students identified as in need of support through our Dibels progress monitoring assessments.
  - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

#### Grade 4-6

- Students who score At/Near or Below Standards on the Smarter Balanced Assessment Test in ELA and/or Math
- Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 4-5 is 740L-1010L Grade 6-8 is 925L-1185L
  - Students identified as in need of support through our Dibels progress monitoring assessments.
  - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Closing the achievement gap between high and low performing children (students meeting the Targeted Assistance Criteria) and especially the achievement gap between minority and non-minority students, and between disadvantaged children and their more advantaged peers is a focus of Meadow Green School.

## Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

Meadow Green School Site Council nominations and elections were conducted in August 2018. The School Site Council, consisting of parents and staff met to review and approve the plan in October 2018. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2018/19 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August, 2018 and during PTA meetings, which took place in August, September, and October 2018. Individual staff member meetings were conducted throughout June, July, and August of 2018 to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.2%	0%	0	1	0
African American	2.3%	2.2%	1.84%	11	11	9
Asian	3.3%	3.6%	5.31%	16	18	26
Filipino	1.7%	1.6%	1.63%	8	8	8
Hispanic/Latino	68.3%	70.8%	70.41%	330	354	345
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	22.8%	19.6%	18.37%	110	98	90
Multiple/No Response	1.7%	0.0%	0.20%	8	0	1
<b>Total Enrollment</b>				483	500	490

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	89	87	75
Grade 1	59	73	64
Grade 2	74	62	71
Grade 3	58	76	67
Grade 4	70	60	76
Grade 5	71	71	65
Grade 6	62	71	72
Grade 7	NA		0
Grade 8	NA		0
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
<b>Total Enrollment</b>	483	500	490

### Conclusions based on this data:

1. Meadow Green enrollment continues to range between 480-530 students. Total enrollment in the regular program in 2018/19 is at 530 students as of late September 2018.



2. Meadow Green has seen an increase in enrollment and interest in inter and intra district transfers in 2018/19.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian. The percentage of students in the Asian subgroup has grown by about 2% over the past three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	35	24	27	7.2%	4.8%	5.5%
Fluent English Proficient (FEP)	26	39	31	5.4%	7.8%	6.3%
Reclassified Fluent English Proficient	4	22	4	12.1%	62.9%	16.7%

### Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2018/19.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSJ Illuminate system.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	75	69	57	75	68	57	75	68	96.6	100	98.6
Grade 4	69	63	75	68	63	75	68	63	75	98.6	100	100
Grade 5	72	68	65	68	68	65	68	68	64	94.4	100	100
Grade 6	60	72	72	60	72	72	60	72	72	100	100	100
All Grades	260	278	281	253	278	280	253	278	279	97.3	100	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2466.	2460.	2458.	42	36.00	33.82	25	30.67	29.41	25	20.00	25.00	9	13.33	11.76
Grade 4	2508.	2498.	2522.	41	42.86	40.00	31	17.46	36.00	16	19.05	18.67	12	20.63	5.33
Grade 5	2587.	2571.	2550.	63	41.18	35.94	22	41.18	35.94	9	13.24	15.63	6	4.41	12.50
Grade 6	2567.	2593.	2583.	23	38.89	34.72	45	47.22	43.06	25	9.72	16.67	7	4.17	5.56
All Grades	N/A	N/A	N/A	43	39.57	36.20	30	34.53	36.20	18	15.47	19.00	8	10.43	8.60

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	37	40.00	27.94	60	45.33	57.35	4	14.67	14.71	
Grade 4	38	38.10	38.67	47	44.44	58.67	15	17.46	2.67	
Grade 5	54	42.65	43.75	37	51.47	42.19	9	5.88	14.06	
Grade 6	23	43.06	43.06	58	51.39	45.83	18	5.56	11.11	
All Grades	39	41.01	38.35	50	48.20	51.25	11	10.79	10.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	29.33	32.35	60	56.00	54.41	12	14.67	13.24
Grade 4	31	38.10	33.33	57	42.86	58.67	12	19.05	8.00
Grade 5	57	67.65	45.31	40	27.94	40.63	3	4.41	14.06
Grade 6	45	47.22	43.06	45	45.83	43.06	10	6.94	13.89
All Grades	41	45.32	38.35	50	43.53	49.46	9	11.15	12.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	29.33	27.94	60	57.33	67.65	9	13.33	4.41
Grade 4	24	31.75	36.00	68	52.38	58.67	9	15.87	5.33
Grade 5	41	33.82	31.25	54	61.76	57.81	4	4.41	10.94
Grade 6	17	37.50	37.50	82	55.56	58.33	2	6.94	4.17
All Grades	28	33.09	33.33	66	56.83	60.57	6	10.07	6.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	47	36.00	38.24	35	50.67	44.12	18	13.33	17.65
Grade 4	38	33.33	32.00	54	47.62	64.00	7	19.05	4.00
Grade 5	65	39.71	46.88	34	55.88	39.06	1	4.41	14.06
Grade 6	38	51.39	51.39	53	43.06	43.06	8	5.56	5.56
All Grades	47	40.29	41.94	44	49.28	48.03	8	10.43	10.04

**Conclusions based on this data:**

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 72.4%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students demonstrated a 4% point improvement in listening standards from the 2016/17 to 2017/18 CAASPP assessments. Meadow Green teachers will continue to utilize EDI strategies in classrooms, which encourage active student participation and frequent opportunities for student academic discourse in Meadow Green classrooms.
- In reading and writing claim areas, Meadow Green students continue to exhibit about a 90% rate at, near, or above standard. Meadow Green will continue to employ practices and programs, including EDI, Journeys/StudySync, Lexia, Reading Plus, Thinking Maps, and GLAD to support high level achievement by all students in reading and writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	75	69	57	75	68	57	75	68	96.6	100	98.6
Grade 4	69	63	74	68	63	74	68	63	74	98.6	100	100
Grade 5	72	68	65	68	68	65	68	68	65	94.4	100	100
Grade 6	60	72	72	60	72	72	60	72	72	100	100	100
All Grades	260	278	280	253	278	279	253	278	279	97.3	100	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2464.	2464.	2460.	33	28.00	29.41	33	44.00	33.82	21	22.67	27.94	12	5.33	8.82
Grade 4	2512.	2484.	2499.	32	31.75	29.73	31	23.81	27.03	32	22.22	35.14	4	22.22	8.11
Grade 5	2567.	2556.	2537.	46	39.71	36.92	21	23.53	23.08	25	27.94	15.38	9	8.82	24.62
Grade 6	2558.	2589.	2572.	30	41.67	40.28	25	29.17	22.22	25	19.44	23.61	20	9.72	13.89
All Grades	N/A	N/A	N/A	36	35.25	34.05	27	30.58	26.52	26	23.02	25.81	11	11.15	13.62

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	53	45.33	39.71	33	44.00	45.59	14	10.67	14.71	
Grade 4	38	41.27	37.84	49	31.75	35.14	13	26.98	27.03	
Grade 5	56	45.59	43.08	29	41.18	30.77	15	13.24	26.15	
Grade 6	45	55.56	50.00	28	29.17	30.56	27	15.28	19.44	
All Grades	48	47.12	42.65	35	36.69	35.48	17	16.19	21.86	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	40.00	32.35	44	49.33	50.00	19	10.67	17.65
Grade 4	34	26.98	33.78	57	42.86	51.35	9	30.16	14.86
Grade 5	47	36.76	33.85	44	52.94	36.92	9	10.29	29.23
Grade 6	23	36.11	29.17	45	48.61	58.33	32	15.28	12.50
All Grades	36	35.25	32.26	48	48.56	49.46	17	16.19	18.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	36.00	42.65	40	57.33	44.12	11	6.67	13.24
Grade 4	37	39.68	35.14	54	36.51	45.95	9	23.81	18.92
Grade 5	35	35.29	38.46	53	54.41	33.85	12	10.29	27.69
Grade 6	32	40.28	45.83	50	45.83	34.72	18	13.89	19.44
All Grades	38	37.77	40.50	50	48.92	39.78	12	13.31	19.71

**Conclusions based on this data:**

1. Overall, on Math CAASPP assessments, the the percentage of students meeting of exceeding standards has ranged over the past three years between 60.57.1% and 68.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math.
2. Meadow Green students demonstrated a 9% point drop in communicating reasoning standards from the 2016/17 to 2017/18 CAASPP assessments. Meadow Green classrooms will emphasize written and verbal communication and justification of mathematical conclusions, which targets student growth in this area.
3. Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green. Meadow Green staff will participation in professional development on the ST-Math program, with an emphasis on utilizing program data to target student needs and connecting what students do in ST Math to our CORE Go Math curriculum.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1448.2	1445.1	1455.4	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	12	42.86	11	39.29	*	*	*	*	28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*	*	*					*
All Grades	16	57.14	*	*	*	*	*	*	28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			12
Grade 1	*	*							*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5			*	*					*
All Grades	11	39.29	*	*	*	*	*	*	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	19	67.86	*	*			28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*					*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	17	60.71	*	*	*	*	28



Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	12	42.86	14	50.00	*	*	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5			*	*			*
All Grades	12	42.86	14	50.00	*	*	28

**Conclusions based on this data:**

1. Overall, all Meadow Green students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.
2. Oral language, listening, and speaking domains are the highest performing sub test areas, with over 60% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
3. Writing is the lowest sub test area, with 39% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys program to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. CAASPP results in ELA indicate that Meadow Green is producing students who are college and career ready. Currently, all students groups are yellow status or above, indicating that all significant students groups at Meadow Green are achieving equitably.
2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. CAASPP results in Math indicate that Meadow Green is producing students who are college and career ready. Currently, all students groups are yellow status or above, indicating that all significant students groups at Meadow Green are achieving equitably.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. The Suspension rate results indicated orange status. A deeper analysis into the five-by-five placement report from the CA Dashboard indicated that the suspension rate for 2016/17 was between 1% and 3%, which is classified as medium level and increased by 0.3% to 2.0%. SED and White students are currently in the Orange range, which is consistent with the current school-wide level of both status and change on the Dashboard.

# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Overall, student suspensions increased from 2015/2016 to 2016/17 by 1.1%. The overall rate of 1.3% in 2016/17 remains overall in the medium range based on indicators on the CA School DashBoard matrix. Based on preliminary data, it is anticipated that the overall suspension rate for 2017/18 will be about 1% and be in either the yellow or green category on the Fall 2018 CA DataDashboard report.
2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. SWD and Hispanic significant subgroups were in the medium and very low ranges.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. SED and White significant subgroups mirrored the overall school level of medium. The Meadow Green SPSA will include a campus climate goal to target this area.

# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Although English Learners at Meadow Green are not a significant subgroup, and thus do not receive a "color rating" on the Dashboard, English Learners continue to demonstrate strong levels of progress and achievement.
2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. English Learners performed at the "very high" level of achievement, with 85.4%, which exceeds the Lowell Joint School District average.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. English Learners continued to perform above average on CAASPP tests in ELA and Math.

# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Overall, Meadow Green performance in ELA was at the Blue, or Very High Level on the CA DataDashboard. These data indicate that Meadow Green is

exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.

2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. All significant subgroups performed in the green range.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### Mathematics (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Overall, Meadow Green performance in Math was at the Green, or High Level on the CA DataDashboard. These data indicate that Meadow Green is

exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.

2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. All significant subgroups performed in the blue or green range.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the high range. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.



# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

### English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

### Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

### English Language Arts

### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

### English Language Arts

### Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. English learners continue to exhibit a strong level of progress toward English proficiency at Meadow Green.
2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Overall, Meadow Green students continue to perform above grade level expectancy in English Language Arts.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Overall, Meadow Green students continue to perform above grade level expectancy in Math.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Suspensions increased from 1 in 2016 to 7 in 2017. Preliminary data indicate that the 2018 rate should be at about 1%.
2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Suspensions in 2017 were at a medium level overall. Medium is considered as rates between 1% and 3%, low is considered between 0.5% and 1%, very low is considered 0.5% or below.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. Alternative means of correction will be explored and utilized when appropriate as alternatives to suspensions.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
<b>All Students</b>							
<b>English Learners</b>							
<b>Foster Youth</b>							
<b>Homeless</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Students with Disabilities</b>							
<b>African American</b>							
<b>American Indian</b>							
<b>Asian</b>							
<b>Filipino</b>							
<b>Hispanic</b>							
<b>Pacific Islander</b>							
<b>Two or More Races</b>							
<b>White</b>							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. All subgroups are at green or higher in English Language Arts.

2. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. All subgroups are at green or higher in Math.
3. The conclusions/analysis are based on the Fall 2017 Dashboard report, which was the most recent available upon the drafting and approval of goals by the MG SSC. The SSC will analyze the Fall 2018 Dashboard report, and update goals as needed after that data becomes available later in the year. White and SED students are at Orange Level for suspension indicator, mirroring the overall school data. Alternative means of correction will be explored and utilized when appropriate as alternatives to suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

School Climate and Culture.

### Goal Statement

By May, 2019 Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, and annual suspension date.

### LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### Basis for this Goal

A positive school campus climate and culture are essential aspects of maintaining high academic achievement and promoting readiness for students for 21st century college and careers. Most recent CA School Dashboard report indicates this as an area in need of improvement (Orange Status). Title I is utilized to supplement and support students within this planned improvement area. Page 4 contains detailed information on our Title I TAS program.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students	Green	Green or blue
Annual parent survey data regarding student happiness attending school	87%	95%
Annual suspension rate	0.8	Less than 1%
CA School Dash Board Indicator of status and growth for suspension rate- SWD	Red	Green or Blue

### Planned Strategies/Activities

#### Strategy/Activity 1

1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, Staff

### Proposed Expenditures for this Strategy/Activity

Amount

500

Source

Unrestricted

Budget Reference

4000-4999: Books And Supplies

Description

Materials for lessons and Incentives and awards for students.

### Strategy/Activity 2

1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.

### Students to be Served by this Strategy/Activity

All students.

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, PBIS Team, Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) will begin this school year with staff training.

### Students to be Served by this Strategy/Activity

Based on comprehensive Tiers

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, PBIS Team, Staff

### Proposed Expenditures for this Strategy/Activity

Amount

500

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

<b>Description</b>	Sub release and salaries for PBIS team to develop and maintain comprehensive PBIS program and support at-risk students.
<b>Amount</b>	100
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

### Strategy/Activity 4

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

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 to May 2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Supplies and materials to support positive behavior and bucket filling.

### Strategy/Activity 5

1.5 Great Kindness Week Challenge Participation

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

January 2019 - The Great Kindness Weekly Challenge

#### Person(s) Responsible

Principal & Program Coordinators

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	250
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Materials and supplies for great kindness week challenge.

**Strategy/Activity 6**

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

**Students to be Served by this Strategy/Activity**

Students with disabilities

**Timeline**

August 2018 to May 2019

**Person(s) Responsible**

Special Education Teachers, Program Coordinator (yearly adjunct duty).

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 7**

1.7 Bucket fillers- All Meadow Green students will learn about Bucket filling, which promote kindness on campus and supports a positive school climate and culture.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

September 2018

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	600
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Bucket Filler School-wide assemblies.

**Strategy/Activity 8**

1.8 Professional Development and Coordination of Campus Climate and Culture Initiatives- Restorative Practices- Meadow Green PBIS Lead Rebecca Simons and PBIS will attend Introduction to Restorative Practices training at the OCDE. PBIS team will explore the further utilization of restorative practices at Meadow Green to assist with the campus' PBIS program, PALs- Meadow Green PBIS Lead Rebecca Simons will attend Elementary PALs training at the OCDE. The implementation of PALs to promote a positive campus climate and culture will be explored, and Social Emotional Learning professional development regarding topics such as mindfulness and assisting students with self-regulation.

**Students to be Served by this Strategy/Activity**

Tier III (Orange / Red) students from dashboard suspension rate.



## Timeline

January 2019 to May 2019

## Person(s) Responsible

Principal, PBIS Team

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub release for PD in restorative practices, PALs, and social emotional learning through OCDE.
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Training registration for OCDE PD in restorative practices, PALs, and social emotional learning.
<b>Amount</b>	900
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

## Strategy/Activity 9

1.9- Signage- Additional positive signage will be created, purchased and displayed on and around campus with Meadow Green expectations and positive messages to promote a positive campus climate and culture. This is an essential aspect of a comprehensive PBIS program.

## Students to be Served by this Strategy/Activity

Tier I, Tier II, and Tier III through comprehensive PBIS program

## Timeline

August 2018 to May 2019

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS signage.

**Description**

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**Strategy/Activity 10**

1.11- PBIS Matrix- In conjunction with the PBIS team, Meadow Green staff will further develop and update the Meadow Green PBIS matrix documents, including a T-Chart, defining major "office assisted" behaviors and minors "classroom managed" behaviors.

**Students to be Served by this Strategy/Activity**

Tier I, Tier II, and Tier III

**Timeline**

August 2018 to May 2019

**Person(s) Responsible**

Principal, Teachers, PBIS team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub release for PBIS team
<b>Amount</b>	90
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student and Family Engagement- Attendance

### Goal Statement

By May 2019, Meadow Green will maintain a high level of students and family engagement as measured by our cumulative average daily attendance rate and rate of chronic absenteeism. .

### LCAP Goal

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

### Basis for this Goal

Strong attendance is a key element of academic success and engagement in school. Title I is utilized to supplement and support students within this planned improvement area to support family and student engagement. Page 4 contains detailed information on our Title I TAS program.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Average Daily Attendance Rate	96.8	97% or above
Chronic Absenteeism CA Dashboard Indicator- All students	Yellow	Green or Blue
Chronic Absenteeism CA Dashboard Indicator- SED and SWD	Orange	Green or Blue

### Planned Strategies/Activities

#### Strategy/Activity 1

2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018-May 2019

#### Person(s) Responsible

Principal, Office Staff

### Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

### Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018-May 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

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

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018-May 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.

### Students to be Served by this Strategy/Activity

Students with chronic absenteeism

### Timeline

August 2018-May 2019

**Person(s) Responsible**

Principal, Office Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 5**

2.5 Participation in the District Attendance Incentive Program

**Students to be Served by this Strategy/Activity**

All

**Timeline**

August 2018-May 2019

**Person(s) Responsible**

Principal, Office Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 6**

2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

August 2018-May 2019

**Person(s) Responsible**

Principal, Office Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries for extra hours for office staff for clerical support.
<b>Amount</b>	3000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	New two-way radio communication handsets and chargers to replace non-functioning units.
<b>Amount</b>	200
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

### Strategy/Activity 7

2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.

#### Students to be Served by this Strategy/Activity

Students with or at-risk for chronic absenteeism.

#### Timeline

September 2018 April 2019

#### Person(s) Responsible

Principal, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for Saturday Academy

### Strategy/Activity 8

2.8- Parent Outreach, Education, and Engagement- Parents of at-risk students will be invited to attend our 7 week evening Parent Institute for Quality Education (PIQE) program. Parents will work toward the following learning objectives to support the academic achievement of their son/daughter: 1st LESSON – Establishing the Collaboration between Home, School, and Community, 2nd LESSON – Fostering Self-Esteem and Academic Achievement, 3rd LESSON – Relating Positive Discipline with Academic Achievement, 4th LESSON – Reviewing the Common Core State Standards and Preparing for the Teacher Conference, 5th LESSON – Understanding Better the School System, 6th LESSON – Becoming Familiar with the College Requirements, 7th lesson, Principal’s Dialogue, followed by a parent graduation for successfully completing the program. The program will be offered in both English and Spanish and childcare will be provided on-site.

#### Students to be Served by this Strategy/Activity

Parent Engagement of Tier III Students

#### Timeline

January-March 2019

#### Person(s) Responsible

Principal, PIQE Instructors, Intervention Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1800
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to attend evening PIQE and/or other family engagement activities.

<b>Amount</b>	200
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Excellence in English Language Arts and Mathematics

### Goal Statement

By May 2019, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports.

### LCAP Goal

Academic Excellence - Learning for All Students. Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### Basis for this Goal

The mission of Meadow Green is to continue to prepare students for 21st century college and career readiness. Currently, the State of California utilized CAASPP Smarter Balanced assessments as a yearly measure for all students for college and career readiness. The purpose of this goal is to maintain high level academic achievement for Meadow Green students in ELA and Math. Meadow Green utilized a tiered system of academic supports to provide on-going interventions to students not meeting or at-risk of not meeting state academic standards in ELA and Math. Title I funds are utilized to provide supports and interventions through a school-wide tiered model to prevent and address academic problems. Detailed information regarding the Title I TAS program are listed in page 4 on school profile.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Fall 2019 California School Dashboard Rating in Math	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
Fall 2019 California School Dashboard Rating in ELA	Green	Green or Blue Status (Growth and Status in Distance from Level 3)

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All

#### Timeline

August 2018 - May 2019



**Person(s) Responsible**

Principal &amp; DIBELS team

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

3.2 Implement a Master Schedule and MTSS systems that allows for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.

**Students to be Served by this Strategy/Activity**

Based on Tiers.

**Timeline**

September 2017 to May 2018

**Person(s) Responsible**

Principal, Intervention Coordinator, Intervention Support Teacher, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	17000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary for Intervention Support Teacher and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.
<b>Amount</b>	2516
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

**Strategy/Activity 3**

3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Monday collaborations to develop plans to reteach for mastery.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

September 2018 to May 2019  
 October 2018 - Grade Level Full Day Planning meetings.

**Person(s) Responsible**

Principal and Staff

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	900
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions.
<b>Amount</b>	100
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

### Strategy/Activity 5

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including Lexia (TK-2), Reading Plus (3-6), Accelerated Reader (TK-2), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

### Students to be Served by this Strategy/Activity

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students.

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, District, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4200
<b>Source</b>	Donations
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	ST Math School License
<b>Description</b>	Reflex Math licenses (funded by grant)
<b>Source</b>	District Funded
<b>Description</b>	Lexia Licenses
<b>Amount</b>	14000
<b>Source</b>	Donations
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Reading Plus Site license (3 year renewal)
<b>Amount</b>	2000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Accelerated Reader Licenses and hosting (TK-2)
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase and maintenance of technology devices to support implementation of programs.
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub release for 2 teachers to attend the 2019 Annual CUE conference to learn best practices on utilizing technology to support academic achievement.
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	CUE Conference registration.
<b>Amount</b>	5500

<b>Source</b>	Other
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase and refresh of instructional technology (projection systems, laptops, printers, iPads, Chromebooks, Chromecasts, ETC).
<b>Amount</b>	200
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

### Strategy/Activity 6

3.6- Professional Development- All staff who have not been trained in EDI will be trained in EDI. Staff will be given the opportunity to receive training in Thinking Maps and Guided Language Acquisition Development (GLAD) as well. Professional development will be offered in research-proven programs and practices that are shown to accelerate student programs with utilized with fidelity.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018- May 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub release for research-proven PD
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Training and conference fees for PD in research-proven academic programs and practices.
<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

## Strategy/Activity 7

3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, Office Staff

### Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Basic supplies and materials
Amount	2500
Source	Unrestricted
Budget Reference	7000-7439: Other Outgo
Description	Copy machine lease and maintenance contract

## Strategy/Activity 8

3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Snyc) and Math (Ga Math/Big Ideas) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 9

3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.

### Students to be Served by this Strategy/Activity

Tier II and Tier III

### Timeline

September 2018 -May 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	LCFF before and after school intervention salaries.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for before and after school intervention programs.
<b>Amount</b>	1000
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	LCFF before and after school intervention salaries.
<b>Amount</b>	1000
<b>Source</b>	District Funded
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for salaries listed above.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

English Language Development- ELD

### Goal Statement

By May 2019, English Language Learners will demonstrate a 10% growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual CAASPP results.

### LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### Basis for this Goal

25% of English Language Learners achieved proficiency on CAASPP assessments. Results may be interpreted with caution, due to the low number of English Language Learners (8) who completed the assessment. Data for this subgroup is not reported on the annual California School Dashboard because there are not enough students for a significant subgroup. If in future years English Learners grow into a significant subgroup, SSC will analyze the transition to a SPSA goal aligned with CA Dashboard outcomes.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of English Language Learner students meeting or exceeding standards on ELA CAASPP assessment.	25%	35%

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.

#### Students to be Served by this Strategy/Activity

English Language Learners

#### Timeline

August 2018 - May 2019

#### Person(s) Responsible

Principal, ELD Teacher, Classroom Teachers

### **Proposed Expenditures for this Strategy/Activity**

#### **Strategy/Activity 2**

EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.

#### **Students to be Served by this Strategy/Activity**

English Language Learners

#### **Timeline**

August 2018 & throughout the year if new English Learners register.

#### **Person(s) Responsible**

Principal

### **Proposed Expenditures for this Strategy/Activity**

#### **Strategy/Activity 3**

EL 4.3- PIQE will be offered to Spanish speaking parents. This program is designed to provide parent education and engagement (see goal 3 for detailed information), enabling parents to support the academic achievement of students, including English Language Learners.

#### **Students to be Served by this Strategy/Activity**

English Language Learners

#### **Timeline**

Jan - March 2019

#### **Person(s) Responsible**

Principal, PIQE Teachers.

### **Proposed Expenditures for this Strategy/Activity**

#### **Strategy/Activity 4**

EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.

#### **Students to be Served by this Strategy/Activity**

English Learners

#### **Timeline**

December 2018 - May 2019

#### **Person(s) Responsible**

Principal, Saturday School Teachers



## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).

#### Students to be Served by this Strategy/Activity

Tier II and Tier III English Learners

#### Timeline

September 2018 - May 2019

#### Person(s) Responsible

Principal, Teachers, Intervention Support Teacher, Intervention Coordinator.

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.

#### Students to be Served by this Strategy/Activity

English Learners

#### Timeline

August 2018 - May 2019

#### Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

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

#### Students to be Served by this Strategy/Activity

English Language Learners

#### Timeline

August 2018 - May 2019

#### Person(s) Responsible

Principal, ELAC

## Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

School Climate: Meadow Green will teach and encourage students to maintain appropriate behavior and social responsibility through various school support programs. Progress toward this goal will be monitored through improved parent survey results, increased number of PRIDE tickets, a low school suspension rate, and an overall student happiness to come to school.

\* Maintain the high results of the Annual Parent survey from 2018 indicated that at least 90% of parents agree that the school encourages students to be responsible citizens.

\* Maintain a low suspension rate of less than 1.0% as indicated by school records for the 2018-2019 school year.

\*Annual Parent survey results from 2019 will indicate that at least 90% of parents report that their child is happy to go to school.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual Suspension Rate	Less than 1%	0.8
Annual parent survey data- Student Happiness to Attend School	90%	87%
Annual parent survey data-School Promotes Safe Environment	94%	91%

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.	Monthly assemblies were held throughout the school year with an emphasis on the monthly Character Education trait. Over course of this school year PRIDE tickets were earned by students.		
1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through	A school wide discipline plan has been established and sent home with all families at the beginning of the school year. Additional copies are available in the school office. Posters outlining behavior expectations throughout campus have been taught to students and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reteaching and progressive discipline.	are posted in classrooms and throughout campus. Grade level 'Panel Meetings' are held as needed between staff and students for discussion, feedback, and decision making for improved adherence to all identified standards		
1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) will begin this school year with staff training.	Training meetings @ OCDE have been held on the following dates: October 5, 2017 October 25, 2017 December 17, 2017 February 8, 2018		
1.4 Project Wisdom and Bucket Filling Program implementation including morning announcements.	Ongoing efforts throughout the school year. The sixth grade class has had a Bucket Filling mural painted on our cafeteria as a reminder to always be kind.		
1.5 Great Kindness Week Challenge Participation	Previous Administration attempted but did not participate in the event.		
1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.	The Big Buddy Little Buddy program ran throughout the school year with students in grades 3-6 going into the special education preschool to assist our young students with play and social interaction.		

## Analysis

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

Overall, the strategies above were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, there was evidence of effectiveness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

This year we will focus on increasing capacity of our PBIS systems. The PBIS team will explore the use of PALs, Social Emotional Learning (SEL) and Restorative Justice strategies to develop alternatives to suspensions when appropriate. The new campus climate goal will be aligned to annual CA School dashboard indicators. Our goal will be to establish and maintain a green or higher rating.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

School Goal: By P2, Meadow Green will maintain its 97.9% attendance rate for the 2017-2018 school year

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Cumulative attendance rate	97.9%	96.8%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.	Continuing mailers and phone blasts have been sent home about the importance of everyday attendance, one in August, October, November, and February, and March. Attendance Works Fact Sheets are also posted on the District website.		
2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.	The school participated in this throughout the year. All classrooms have posters they displayed when all students were in attendance. Students that had perfect attendance during each trimester were given a perfect attendance charm and an incentive award.		
2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.	The school participated in this throughout the year. Students continued to enjoy reaching the 10 perfect attendance days and select a class award. Awards have		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	included extra recess time, class treat, or other class selected activity		
2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.	Letters were sent out throughout the school year when students hit one of the targeted marks. When a student missed 6 and 12 absences or a truant, this triggered a letter. This has helped parents become more aware of what constitutes excused and unexcused absences. SART meetings have been held for several students.		
2.5 Participation in the District Attendance Incentive Program	Participated in the District Attendance Incentive Program this school year.		
2.6 Provide parents information on extracurricular activities through the school messenger system, school website, PTA website and PTA FB.	Ongoing. During the third trimester, a Family Math Night was held in May. Written notices, emails, phone blasts, and a monthly calendar advertised this and other school events.		

## Analysis

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

Overall, report from the previous administrator indicates that the strategies/activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, staff reported mixed success with some of the strategies, including intervention which did not begin until mid-year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

This year we will be adding a parent education and engagement (PIQE) program to target students, including those with Chronic attendance challenges. Saturday Academy will be offered earlier, starting in September, allowing students to make up absences.



# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 3

School Goal:  
80% of students in grades 3-6 will score at meets or exceeds standards on the CAASSP Smarter Balanced Test 2017 in the area of ELA, an increase of 5% from the 2017 achievement rate.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results	80%	72%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Students in grades 3-6 will be given a base line DIBELS reading assessment three times a year.	Dibels testing took place three times this school year in September, January, and May. Upper grade students took beginning of the year and end of the year assessments in Reading Plus.		
3.2 Implement a Master Schedule and MTSS systems that allows for 2 to 2.5 hours of ELA core instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.	The master schedule allowed for 2 to 2.5 hours of Core ELA instruction daily. MTSS took place within individual classrooms three days a week to best meet the needs of students in that class, Focus Five.		
3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Monday collaborations to	Grade level goal reporting, based on student needs, were set by each teacher/grade level for each trimester and progress toward those goals was discussed during		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
develop plans to reteach for mastery.	Monday site and grade level planning time. Results on grade level goal reporting. was reported to the site administrator.		
3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.	Scholastic News, Reading Plus, Science Spin, and Read Works were utilized in the classroom all year to access non-fiction articles to practice reading and writing skills. Grades K-2 used Lexia and 3-6 students all participated in Reading Plus. Progress was tracked throughout the school year. Read Works was also used as a source of non-fiction companion texts. Leveled literacy books were used in the classroom to assist all students in accessing curriculum.		
3.5 Access to technology and Reading Plus and Front Row daily through the computer lab as well as in the classroom through iPads. Reading Plus will be available at home as well.	Technology was used throughout the school year in the computer labs, utilizing Chrome Books and iPads. Programs such as Reading Plus, Lexia, ST Math, Accelerated Reader and various apps and software programs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.6 Reading Plus and Front Row program parent letters explaining home access will be sent to each home, posted on the school website, and shared at parent conferences.</p>	<p>Progress in Reading Plus was tracked throughout the school year. Students were given an assessment at the beginning of the school year as well as in May.</p>		
<p>3.7 Students set and track personal goal for reading and achievement in the Reading Plus Program grades 3-6 and Front Row for grades K-6.</p>	<p>Monthly Mondays and planning meetings.</p>		
<p>3.8 Monday and other site and teacher planning meetings with time allotted to review and analyze Dibels and Reading Plus Lexile levels and student growth.</p>	<p>September 2017 to May 2018 - Teachers have been very resourceful in pulling together resources for student to meet the needs of the ELA Common Core. As mentioned previously, they have used Read Works, Scholastic News, Science Spin, and Story Works to supplement. Go Math, a Common Core aligned program was used this school year.</p>		
<p>3.9 CCSS Resources identified and used in daily instruction.</p>	<p>September 2017 to May 2018 - Teachers have been very resourceful in pulling together resources for student to meet the needs of the ELA Common Core. As mentioned previously, they have used Read Works, Scholastic</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	News, Science Spin, and Story Works to supplement. Go Math, a Common Core aligned program was used this school year.		
3.10 Stress importance of reading and student reading goals and growth at parent conferences.	Parent were informed of Lexia, Accelerated Reader, Reading Plus, benchmark and IAB testing during parent conferences. They were also encouraged to stress the importance of reading, setting goals, and using the programs at home as well as in school.		
3.11 Access to EDI Common Core based lesson plans.	EDI training and materials have been provided to all teachers and they have all been EDI trained.		

## Analysis

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

Based on information from the previous administration, overall the strategies/activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, feedback from staff indicates that several strategies may not have been implemented with fidelity, which may have limited potential beneficial effects.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Staff will utilize the PLC model to support the increased achievement in ELA. New goal #2 for detailed information on strategies / services. For 2018/19 academic excellence will be realigned to annual CA School Dashboard results and consolidated with both ELA and Math to support cohesion, clarity, and alignment of academic programs to support growth toward academic excellence.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

School Goal:  
71% of students in grades 3-6 will score at meets or exceeds standards on the CAASSP Smarter Balanced Test 2018 in the area of Math, an increase of 5% from the 2017 achievement rate

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results	71%	61%

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 Continued implementation of the GO Math standards based adoption.	Teachers used the GO Math standards based adoption for their classroom instruction this whole school year. They followed District pacing guides to ensure coverage of key standards.		
4.2 Monitor student progress throughout the year through classroom and trimester benchmark tests and IAB's.	Student progress was monitored throughout the school year by teachers through quizzes, chapter assessments, and benchmark tests. Teachers analysed data and make adjustments in instruction so that the needs of all students would be met. In-school intervention as based on ongoing assessment results, grade level goal reporting, benchmark tests, and classroom assessments. Third trimester benchmarks were administered in grades K-2 in May of 2018 during the same testing window that		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	grades 3-6 took the CAASPP.		
4.3 Support math concept development through the use of the Mind Institute's ST Math Program.	ST Math was used throughout the entire school.		
4.4 Teach and support problem solving strategies daily in the classroom. Use TIPS, KAHN Academy and CGI strategies for math problem solving.	CGI/Khan/TIPS problem solving took place consistently in 5th grade classrooms.		
4.5 Host Common Core Family Night Festival	The event was not held.		
4.6 Recognize students for the progress and completion of ST Math.			

## Analysis

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

Overall, previous administration reported that the strategies/activities were implemented. A Common Core Math Night was not held or offered.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Staff reports indicate that some of the above actions/strategies may not have been implemented with fidelity. This could have limited some of the potential beneficial effects of some of the activities/strategies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

This year struggling students will receive additional intervention in math through intervention tutorial sessions. ST-Math implementation specialist will provide support through our PLC scope and sequence to maximize effectiveness of that research-based program. We will also utilize computer adapted instruction (Reflex Math) through a grant to support students who have not develop automatically and fluency in basic facts by the appropriate grade level and who have not responded to in class interventions in this area. See goal #2, academic excellence 2018/19 for detailed information on programs/services. For 2018/19 academic excellence will be realigned to annual CA School Dashboard results and consolidated with both ELA and Math to support cohesion, clarity, and alignment of academic programs to support growth toward academic excellence.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	37056
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	94490

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	37056	0.00



## Expenditures by Funding Source

Funding Source	Amount
District Funded	7,000.00
Donations	18,450.00
Other	5,500.00
Parent-Teacher Association (PTA)	600.00
Title I	37,056.00
Unrestricted	25,400.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	29,400.00
2000-2999: Classified Personnel Salaries	4,800.00
3000-3999: Employee Benefits	5,556.00
4000-4999: Books And Supplies	26,850.00
5000-5999: Services And Other Operating Expenditures	1,600.00
5700-5799: Transfers Of Direct Costs	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	19,100.00
7000-7439: Other Outgo	2,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	5,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	1,000.00
4000-4999: Books And Supplies	Donations	250.00
5700-5799: Transfers Of Direct Costs	Donations	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	14,000.00
4000-4999: Books And Supplies	Other	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	600.00
1000-1999: Certificated Personnel Salaries	Title I	24,400.00
2000-2999: Classified Personnel Salaries	Title I	1,800.00
3000-3999: Employee Benefits	Title I	4,356.00
4000-4999: Books And Supplies	Title I	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	2,000.00
3000-3999: Employee Benefits	Unrestricted	200.00
4000-4999: Books And Supplies	Unrestricted	18,600.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	100.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	2,000.00
7000-7439: Other Outgo	Unrestricted	2,500.00

# School Site Council Membership

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

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

Name of Members	Role
Matt Cukro	Principal
Krista Karr- Teacher	Classroom Teacher
Gail Crabtree- Teacher	Classroom Teacher
Myra Rodriguez- Teacher	Classroom Teacher
Darleene Pullen- Classified Staff	Other School Staff
Tiffany Venegas- Parent	Parent or Community Member
Patricia Garcia - EL Parent	Parent or Community Member
Esther Ota- Grandparent	Parent or Community Member
Jennifer Lutfi- Parent	Parent or Community Member
Selena Quirarte- Parent/Chairperson	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/17/2018.

Attested:



Principal, Matt Cukro on 10/17/2018



SSC Chairperson, Selena Quirarte on 10/17/2018

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

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

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.

Goals, Strategies, & Proposed 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.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program