



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jeanne R. Meadows Elementary School	43-69450-6109433	April 19, 2023	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Chronic Absenteeism - Students with Disabilities

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

The school Goals have been aligned to the Local Education Agency LCAP goals in adherence with federal, state and local guidelines. Intentional goals and strategies are included in the areas identified for ATSI. See goal 2 and strategies 1, 2, 4, 5, 6, 7, 9, 12, 13 and 14 for engagement strategies for students with disabilities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The annual stakeholder feedback survey was collected from students (grades 3-6), families and staff (classified and certificated) in Winter of 2023.

Student Survey Analysis:

There was no net change in climate of support for academic learning since Fall 2022 with 82% having favorable responses. There was however a 2% decrease in sense of belonging and 5% decrease in sense of safety. When analyzing further, there was a large increase in both areas for 3rd grade, no net change in 4th grade and the largest decrease for sense of belonging was in 5th grade and the largest decrease for sense of safety was 6th grade. There was a 10% decrease in the question "have you seen or heard bullying in your classes this year from 43% to 33% responding "no, never". The first survey is taken in the first two weeks of school so typically, it's the newness of a new grade that shows up in data, but by winter, they have different peer conflicts especially in upper grades. There is a lot of "trash talking" that is excused by students as just being how they talk, so there is a lot of work in reshaping communication patterns. There was also a decrease of 2% in the sense of belonging from 71% to 69%. In reviewing the questions, there was a 4% decrease in "are you happy to be a student at this school", but a 3% increase in "do you feel like you are part of this school". In the areas of the "about self" section of the survey, there was a 2% increase in growth mindset and a 5% increase in self-efficacy which have been previous goals and intentional work. The self perception of social awareness maintained at 62% which correlates to the amount of small conflicts that arise due to lack of communication, limited empathy and lack of problem solving skills, given 38% view themselves as having limited social awareness.

Family Survey Analysis:

There was an overall positive response from families of 96-98%. The greatest increase was in parent engagement going from 93% to 97% and the greatest strength was in sense of belonging with an increase from 95% to 98%. The return of some of our in person family events such as fall carnival and winter concert, likely impacted those ratings. There was a 2% decrease in the area of student engagement from 99% to 97% which was actually our greatest increase last year going all the way up to 99% after 18 months in distance learning. This data informs not only the work we do in goal 3 with family engagement but goal 2 with school climate and culture.

Staff Survey Analysis:

There was an overall positive response from staff ranging from high 80s to high 90s with the exception of the lowest score was 73% in "climate of support for academic learning". However, that area increased from 64% in Winter of 2022 to Winter of 2023. The greatest increase was in communication at 98%. There was also an increase of 2% in sense of belonging which is a school focus. The two areas of greatest decrease (6%) were in outcomes and engagement. Outcomes were impacted by a 12% decrease in both knowing how to access performance data and feeling they have enough time to look at student data and collaborate on instruction. Yet 100% said they use the data to guide instructional practice. Engagement was primarily impacted by the question "discipline actions are fair and consistent" which decreased in favorable response by 8% from 76% to 68% and "students know behavioral expectations" which decreased from 92% to 86%. While the reality is, students do know the behavioral expectations and could tell you them, they don't consistently follow them. Unlike last year where there were huge safety concerns around aggression and physical conflicts, this year is more of the frequency and consistency of rude and disrespectful behaviors which take more social skill development.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are evaluated through formal observations on a rotating cycle every other year. In addition, the principal conducts informal observations in order to both validate implementation of school goals and to provide growth mindset based feedback on areas for growth in the spirit of continuous improvement. Some school-wide strengths based on observation include a focus on social emotional learning throughout the day which was evidenced in community circles, frequent brain breaks and flexible mindsets. A positive school culture where teachers are heard praising and providing positive reinforcement frequently. In addition, the creativity in developing supports for students through visual cues,

repetition/pattern and the opportunity for collaboration were additional highlights. There is also a climate of risk taking as we develop our skills in meaningful technology integration with common core standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC state testing, as well as local assessments of STAR Renaissance was used to monitor progress and celebrate growth in the areas of reading (4th-6th) and mathematics (2nd-6th). In addition, the Next Steps Guided Reading Assessment (NSGRA) was used to monitor growth in reading (TK-3) and the Educational Software for Guiding Instruction (ESGI) was used to monitor growth in the areas of reading (TK-K) and mathematics (TK-1). Benchmark Adelante was used to monitor growth in reading in grades K-2 for our SDLI program.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet every other week in a Professional Learning Community (PLC) to analyze the data from a common formative assessment, including those that are curriculum embedded in order to plan an instructional response. They analyze the strengths and concerns related to mastery of the current content and develop next steps based on the results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the requirements of being considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are all fully credentialed and continue to receive training on SBE-adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District level staff development is provided based on the goals and needs of the district. Examples of district level professional development provided this year include inclusive practices and engagement for our inclusion teachers, dual language training for our Spanish dual language teachers and mathematics training for the remaining teachers. In addition, Meadows participates in MTSS training as part of cohort 1 in which a team has received 6 days of training to assess, plan and reflect on current MTSS practices with the goal of refining and aligning. All site staff development supplemented based on site level goals developed in the SPSA. Our partnership with PowerMyLearning in the 22-23 school year included 4 educator workshops followed by 3 coaching cycles for each of the first three topics. The topics were Mitigating the Impact of Implicit Bias, Building Trust with Students and Families, Applying an Equity Lens to Instruction and Rigor and Relevance for Learners. Our SDLI teachers also worked with a consultant to receive training on the use of Spanish Language Arts curriculum and dual language assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Principal provides instructional coaching through specific feedback of observations. The TOSA also provides coaching support to teachers and teams in the areas of social emotional learning, student engagement, and instructional pedagogy. In addition, the Student Support Specialist provides reading intervention for students based on highest need and gives targeted feedback to teachers on tier 1 supports for the students she works with.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade level has Professional Learning Communities (PLCs) that meet weekly to lesson plan and discuss progress of learning goals. They also meet every other week to formally analyze common formative assessments. All decisions for a grade level are made as a team and all interventions are developed as a team. The team approach is one of the school's greatest strengths.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Common Core standards are the starting point for developing learning objectives to be used in instruction. There is general alignment with SBE-adopted curriculum, and where there are gaps, teachers supplement the curriculum with other materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Recommended instructional minutes are followed in all grades and content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers backwards plan a pacing schedule for mathematics with the instructional coach. With a fairly new adoption for English Language Arts and Spanish Language Arts, teachers follow the pacing of the curriculum to develop a sense of the program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have standards-based materials and all students are provided standards based materials and text books.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers all utilize standards-based materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are provided differentiation and/or intervention either within the school day or after school to ensure all students reach mastery of standards. Intervention is provided through flexible small group instruction, extended learning opportunities for intervention support and/or adaptive technology. In addition, the Student Support Specialist pulls small groups for reading intervention 2-3 times a week. Groups are reviewed and selected after reviewing both individual performance data and school-wide assessment data every 6-8 weeks.

Evidence-based educational practices to raise student achievement

Research-based practices are utilized to raise student achievement including but not limited to visuals, TPR, sentence frames and direct instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The front office provides information and connection to community organizations to assist in whole-child success such as medical, dental, mental health and nutrition services. In addition, Meadows has a full-time social worker who supports families with services through a school linked services referral process.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members and staff from School Site Council (SSC), English Learner Advisory Committee (ELAC) and general meetings are involved in program development and modification of school programs. While there are members elected to SSC and ELAC, all parents are welcome to attend meetings to provide input with only voting members voting during SSC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funds are provided for professional development, and extended learning opportunity interventions. A TOSA position is funded to support a multiple tiered support system including management of data, assessments and intervention as well as instructional coaching for teachers. Additional funds are used to buy classroom materials to support mastery of standards.

Fiscal support (EPC)

All funds are spent to meet the goals of raising student achievement and ensuring a safe school campus.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

3/15/23 English Learner Advisory Committee (ELAC) met and provided advice to the SSC as to what supports should continue to be prioritized for English Learners.

3/15/23 School Site Council (SSC) met to review data, school-wide needs assessment, progress on current year goals and thoughts on 2023-24 goals. They discussed 2023-24 budget projections and gave input on what to stop, keep, start. A suggested budget distribution was developed, as were tentative goals.

3/14/23 staff discussed 2023-24 budget projections and gave input on what to stop, keep, start based on impact on current year goals and to review tentative goals and provide additional thoughts to strategies to meet the goals.

3/28/23 Staff met to review data, progress on current year goals as measure with local assessments and thoughts on 2023-24 goals.

4/19/23 SSC met to review input from various stakeholder groups and to align the goals to the LEA goals. SPSA was reviewed with updated goals and budget for activities. A vote was called to approve the SPSA draft. One parent member and one staff member were absent, but quorum was reached. The SPSA was approved with a 8/8 vote in favor of the plan as written.

Resource Inequities

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

Within the LEA, there were no resource inequities identified as resources to sites are allocated based on formulas and unique needs. Within the larger scope of education, there are clear inequities in funding and resources between districts like Franklin-McKinley and basic aid district. While the inequities are out of the scope of control for our school, we are committed to continue to use the resources we have to target the needs of our students and seek grant funding and other sources of funds to provide a well rounded education for our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.22%	0%	1	1	0
African American	1.4%	1.96%	2.31%	7	9	10
Asian	17.7%	16.34%	15.97%	87	75	69
Filipino	8.8%	6.10%	6.48%	43	28	28
Hispanic/Latino	68.6%	70.15%	71.53%	337	322	309
Pacific Islander	0.2%	0.65%	0.23%	1	3	1
White	1.0%	1.96%	1.16%	5	9	5
Multiple/No Response	1.8%	2.61%	2.31%	9	12	10
Total Enrollment				491	459	432

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	86	68
Grade 1	61	78	69
Grade 2	57	51	73
Grade 3	69	54	49
Grade 4	73	59	51
Grade 5	61	67	60
Grade 6	63	64	62
Total Enrollment	491	459	432

Conclusions based on this data:

1. Even with the addition of 2 classes for the Dual Language Immersion Program, there is a overall decline in enrollment of 27 students.
2. Most of the decline in enrollment is in kindergarten with 18 less students enrolling in 22-23 as compared to 21-22. This will have an ongoing impact on enrollment.
3. There wasn't a large shift in the percent of each student group represented, but there is a trend of slight decrease in our Asian population and slight increase in our Hispanic population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	181	168	193	36.8%	36.9%	42.5%
Fluent English Proficient (FEP)	26	28	33	5.3%	6.2%	7.3%
Reclassified Fluent English Proficient (RFEP)	142	109	79	28.9%	24%	17.4%

Conclusions based on this data:

1. There has been a slight increase in English Learners this year with the influx of newcomers as well as growing of SDLI program.
2. There has been a slight decrease overtime (3.8%) of students with second languages.
3. There is a significant decrease in reclassified students in the past three years. However, this year, there has been a increase in candidates (28/34) who were approved for reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	54		0	52		0	52		0.0	96.3	
Grade 4	70	61		0	61		0	61		0.0	100.0	
Grade 5	62	64		0	64		0	64		0.0	100.0	
Grade 6	65	61		0	61		0	61		0.0	100.0	
All Grades	266	240		0	238		0	238		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2418.			23.08			17.31			36.54			23.08	
Grade 4		2439.			16.39			19.67			22.95			40.98	
Grade 5		2489.			14.06			26.56			26.56			32.81	
Grade 6		2531.			13.11			39.34			29.51			18.03	
All Grades	N/A	N/A	N/A	NA	16.39		NA	26.05		NA	28.57		NA	28.99	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.54			69.23			19.23	
Grade 4		11.48			65.57			22.95	
Grade 5		7.81			64.06			28.13	
Grade 6		19.67			49.18			31.15	
All Grades	NA	12.61		NA	61.76		NA	25.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			55.77			28.85	
Grade 4		8.20			57.38			34.43	
Grade 5		15.63			60.94			23.44	
Grade 6		18.03			60.66			21.31	
All Grades	NA	14.29		NA	58.82		NA	26.89	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.31			69.23			13.46	
Grade 4		9.84			68.85			21.31	
Grade 5		10.94			71.88			17.19	
Grade 6		13.11			78.69			8.20	
All Grades	NA	12.61		NA	72.27		NA	15.13	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			71.15			13.46	
Grade 4		19.67			62.30			18.03	
Grade 5		12.50			67.19			20.31	
Grade 6		14.75			75.41			9.84	
All Grades	NA	15.55		NA	68.91		NA	15.55	

Conclusions based on this data:

- 6th graders were the only ones who had taken CAASPP before due to the lapse during COVID and they had the highest average scale score as compared to other grades. They also outperformed other grades in terms of % meeting or exceeding standard by roughly 10%.
- Reading and writing have the largest percent of students in the below standard group with just over 25% for both areas.
- Receptive language skills (reading and listening) tied as the greatest area of weakness for the above standard group (12.61%), however there is a large potential waiting in the at/near standard group.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	54		0	53		0	53		0.0	98.1	
Grade 4	70	61		0	61		0	61		0.0	100.0	
Grade 5	62	64		0	64		0	64		0.0	100.0	
Grade 6	65	61		0	61		0	61		0.0	100.0	
All Grades	266	240		0	239		0	239		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2432.			18.87			35.85			18.87			26.42	
Grade 4		2454.			14.75			19.67			32.79			32.79	
Grade 5		2478.			6.25			25.00			35.94			32.81	
Grade 6		2515.			13.11			18.03			42.62			26.23	
All Grades	N/A	N/A	N/A	NA	12.97			24.27		NA	33.05		NA	29.71	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.74			33.96			28.30	
Grade 4		19.67			49.18			31.15	
Grade 5		7.81			51.56			40.63	
Grade 6		9.84			63.93			26.23	
All Grades	NA	17.99		NA	50.21		NA	31.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.53			45.28			30.19	
Grade 4		18.03			44.26			37.70	
Grade 5		14.06			46.88			39.06	
Grade 6		18.03			59.02			22.95	
All Grades	NA	18.41		NA	48.95		NA	32.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.87			64.15			16.98	
Grade 4		13.11			55.74			31.15	
Grade 5		7.81			64.06			28.13	
Grade 6		8.20			67.21			24.59	
All Grades	NA	11.72		NA	62.76		NA	25.52	

Conclusions based on this data:

1. 37.24% of students are meeting/exceeding standards in mathematics, which is almost 10% less than our pre-covid flatline of 46%.
2. Roughly a third of students are below standard in all areas of mathematics with the most challenging area being problem solving & modeling/data analysis at 32.64% below standard.
3. 6th graders were the only ones who had taken CAASPP before and their baseline from 18-19 was 65.21% meeting or exceeding standard, which is double the current 31.14% meeting/exceeding standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1441.3	1455.4		1454.6	1457.0		1409.9	1451.4		59	44	
1	1441.7	1461.4		1465.7	1482.3		1417.3	1439.9		41	37	
2	1500.7	1495.3		1492.4	1492.7		1508.6	1497.4		27	33	
3	1470.4	1473.6		1473.5	1476.6		1466.7	1470.0		29	20	
4	1483.3	1523.6		1484.5	1536.5		1481.6	1510.4		28	24	
5	1503.7	1531.3		1495.8	1541.5		1511.3	1520.5		18	24	
6	1482.7	1548.5		1481.8	1564.2		1483.1	1532.4		20	16	
All Grades										222	198	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.12	31.82		37.29	34.09		18.64	20.45		16.95	13.64		59	44	
1	19.51	18.92		26.83	32.43		29.27	18.92		24.39	29.73		41	37	
2	33.33	39.39		40.74	21.21		18.52	27.27		7.41	12.12		27	33	
3	3.57	10.00		32.14	20.00		42.86	60.00		21.43	10.00		28	20	
4	0.00	16.67		28.57	54.17		67.86	20.83		3.57	8.33		28	24	
5	11.11	25.00		44.44	50.00		33.33	20.83		11.11	4.17		18	24	
6	0.00	37.50		20.00	31.25		40.00	18.75		40.00	12.50		20	16	
All Grades	16.29	26.26		33.03	34.34		33.03	25.25		17.65	14.14		221	198	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.59	50.00		35.59	27.27		13.56	9.09		15.25	13.64		59	44	
1	31.71	48.65		39.02	27.03		14.63	16.22		14.63	8.11		41	37	
2	51.85	39.39		37.04	39.39		3.70	15.15		7.41	6.06		27	33	
3	17.86	25.00		50.00	35.00		10.71	30.00		21.43	10.00		28	20	
4	7.14	66.67		50.00	16.67		39.29	8.33		3.57	8.33		28	24	
5	16.67	58.33		66.67	37.50		5.56	0.00		11.11	4.17		18	24	
6	20.00	68.75		25.00	18.75		40.00	6.25		15.00	6.25		20	16	
All Grades	28.05	50.00		41.63	29.29		17.19	12.12		13.12	8.59		221	198	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.64	20.45		15.25	34.09		49.15	34.09		16.95	11.36		59	44	
1	12.20	16.22		19.51	13.51		24.39	24.32		43.90	45.95		41	37	
2	29.63	27.27		40.74	30.30		14.81	15.15		14.81	27.27		27	33	
3	0.00	0.00		14.29	5.00		42.86	60.00		42.86	35.00		28	20	
4	0.00	4.17		0.00	25.00		60.71	45.83		39.29	25.00		28	24	
5	11.11	4.17		5.56	20.83		55.56	58.33		27.78	16.67		18	24	
6	0.00	0.00		10.00	37.50		25.00	43.75		65.00	18.75		20	16	
All Grades	11.76	13.13		15.84	24.24		39.37	36.87		33.03	25.76		221	198	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.51	45.45		66.10	47.73		3.39	6.82		59	44	
1	29.27	51.35		60.98	43.24		9.76	5.41		41	37	
2	14.81	39.39		81.48	54.55		3.70	6.06		27	33	
3	10.71	20.00		57.14	55.00		32.14	25.00		28	20	
4	14.29	50.00		75.00	50.00		10.71	0.00		28	24	
5	16.67	4.17		72.22	83.33		11.11	12.50		18	24	
6	5.00	31.25		35.00	56.25		60.00	12.50		20	16	
All Grades	20.36	37.37		64.71	54.04		14.93	8.59		221	198	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.20	36.36		47.46	45.45		20.34	18.18		59	44	
1	31.71	32.43		56.10	54.05		12.20	13.51		41	37	
2	70.37	39.39		22.22	48.48		7.41	12.12		27	33	
3	37.04	55.00		37.04	35.00		25.93	10.00		27	20	
4	7.41	83.33		88.89	4.17		3.70	12.50		27	24	
5	44.44	87.50		50.00	8.33		5.56	4.17		18	24	
6	60.00	81.25		30.00	12.50		10.00	6.25		20	16	
All Grades	37.90	53.54		48.40	34.34		13.70	12.12		219	198	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.78	20.45		74.58	68.18		18.64	11.36		59	44	
1	21.95	27.03		19.51	8.11		58.54	64.86		41	37	
2	48.15	42.42		29.63	24.24		22.22	33.33		27	33	
3	10.71	5.00		35.71	55.00		53.57	40.00		28	20	
4	0.00	4.17		64.29	66.67		35.71	29.17		28	24	
5	11.11	0.00		66.67	79.17		22.22	20.83		18	24	
6	0.00	6.25		10.00	50.00		90.00	43.75		20	16	
All Grades	14.03	18.18		46.15	47.98		39.82	33.84		221	198	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.07	50.00		37.29	31.82		18.64	18.18		59	44	
1	17.07	13.51		46.34	59.46		36.59	27.03		41	37	
2	25.93	33.33		59.26	45.45		14.81	21.21		27	33	
3	3.57	0.00		60.71	75.00		35.71	25.00		28	20	
4	0.00	8.33		78.57	83.33		21.43	8.33		28	24	
5	5.56	12.50		72.22	79.17		22.22	8.33		18	24	
6	5.00	25.00		65.00	68.75		30.00	6.25		20	16	
All Grades	19.46	23.74		55.20	58.59		25.34	17.68		221	198	

Conclusions based on this data:

1. There was an increase of 9.97% of students with overall level 4 indicating there may be a larger group of candidates for reclassification if other cut points are met.

2. There was an increase in the "well developed" category for all four language domains.
3. Both receptive language (listening-37.37% and reading-18.18%) scores were counterintuitive to how we think about language as acquiring receptive skills first and then developing expressive language (speaking-53.54% and writing-23.74%).

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
459	74.3	45.5	0.4
Total Number of Students enrolled in Jeanne R. Meadows Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	209	45.5
Foster Youth	2	0.4
Homeless	3	0.7
Socioeconomically Disadvantaged	341	74.3
Students with Disabilities	47	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.0
American Indian	1	0.2
Asian	75	16.3
Filipino	28	6.1
Hispanic	322	70.2
Two or More Races	12	2.6
Pacific Islander	3	0.7
White	9	2.0

Conclusions based on this data:

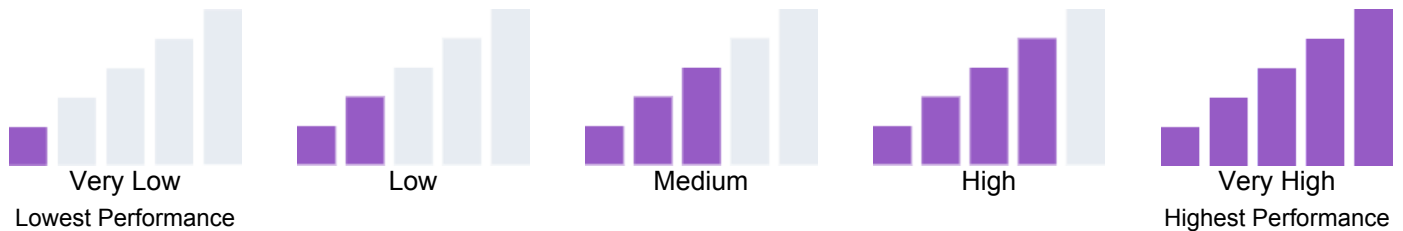
1. Meadows has a population of 74.3% socioeconomically disadvantaged students which offers the challenge of meeting fundamental needs of students such as food, shelter, clothing, and health care while still holding high academic and social standards. Adequate supports and strategies to support the whole child are critical.
2. 10.2% of the population qualifies for special education services which provides the opportunity to foster an inclusive culture while working through the challenge of ensuring adequate services and supports are provided. Almost half of the students are English Learners (45.5%) which requires learning environments to be visually and linguistically supportive to developing language.
3. Based on the enrollment by race/ethnicity, in addition to ensuring ALL groups represented see themselves in our curriculum and positive messaging, it's important to notice the smaller percentages and understand the impact the sense of isolation can have on students who do not see themselves represented in larger numbers in the student population in order to develop a deep sense of belonging.

School and Student Performance Data

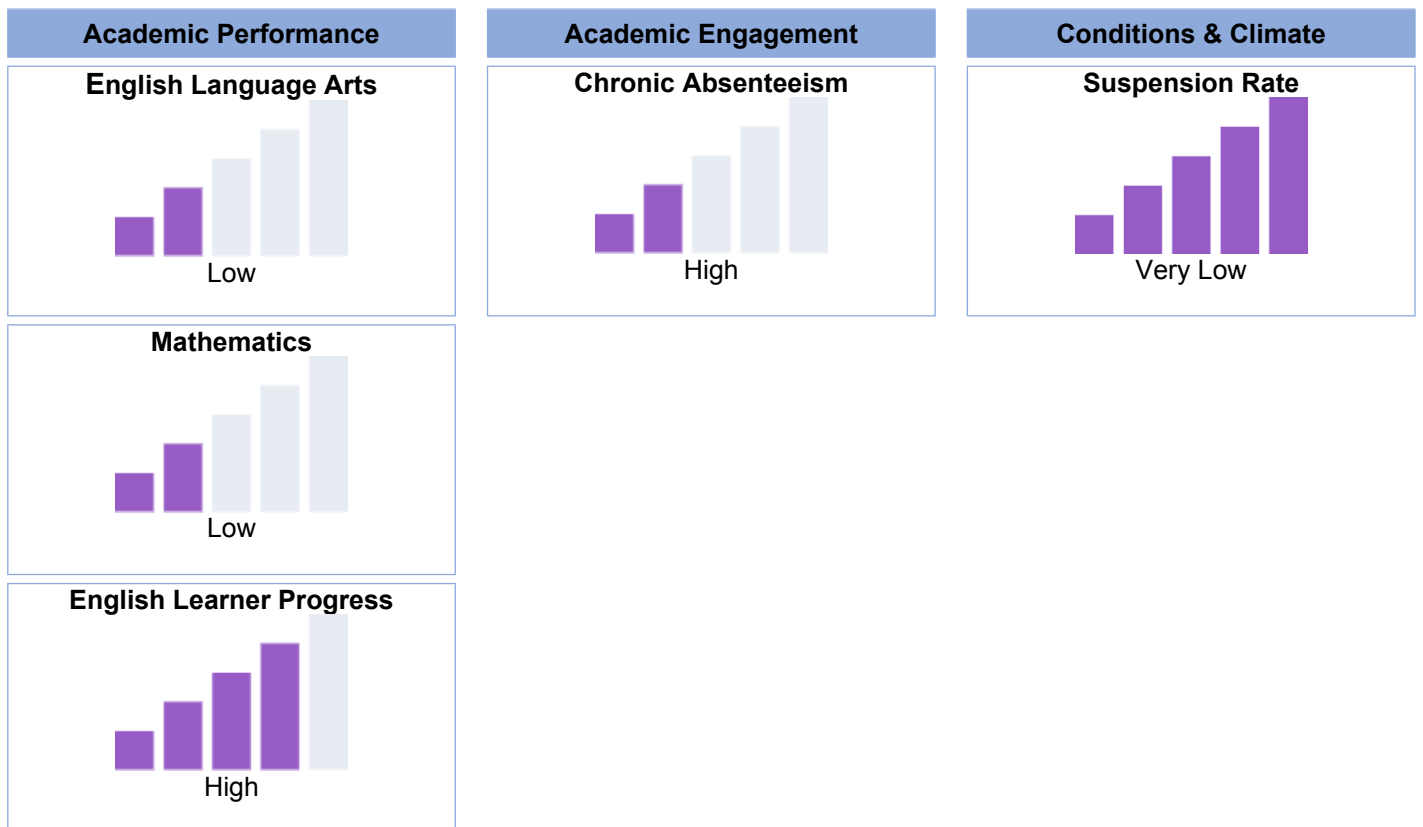
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Both literacy and mathematics are low due to three subgroups performing "low" - English Learners, Hispanic and Socioeconomically Disadvantaged. However, our ELs have "high" progress in moving through English Learner Progress Indicator levels.
- Chronic absenteeism was the area flagged as concern under ATSI for the "very high" percentage of students with disability who are chronically absent (20.8%),

3. "Very Low" for suspension seems easy - just don't suspend kids. But there is a whole lot of work that goes into creating a climate where behavior is handled in a restorative way from the secretaries in the front office to the teachers in the classroom. It takes the whole village to create a culture where offenses that typically warrant suspension are minimized through proactive measures. Our work on implementing restorative practices has also supported the conditions and climate.

School and Student Performance Data

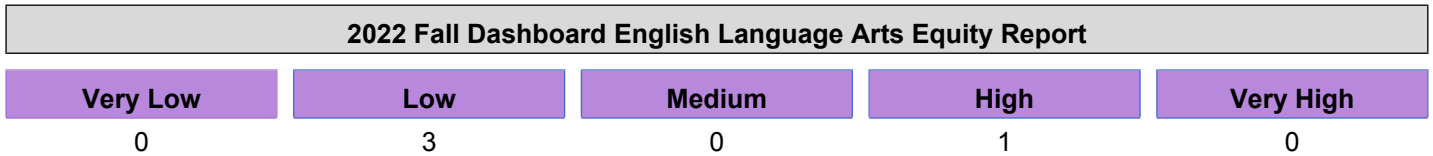
Academic Performance English Language Arts

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

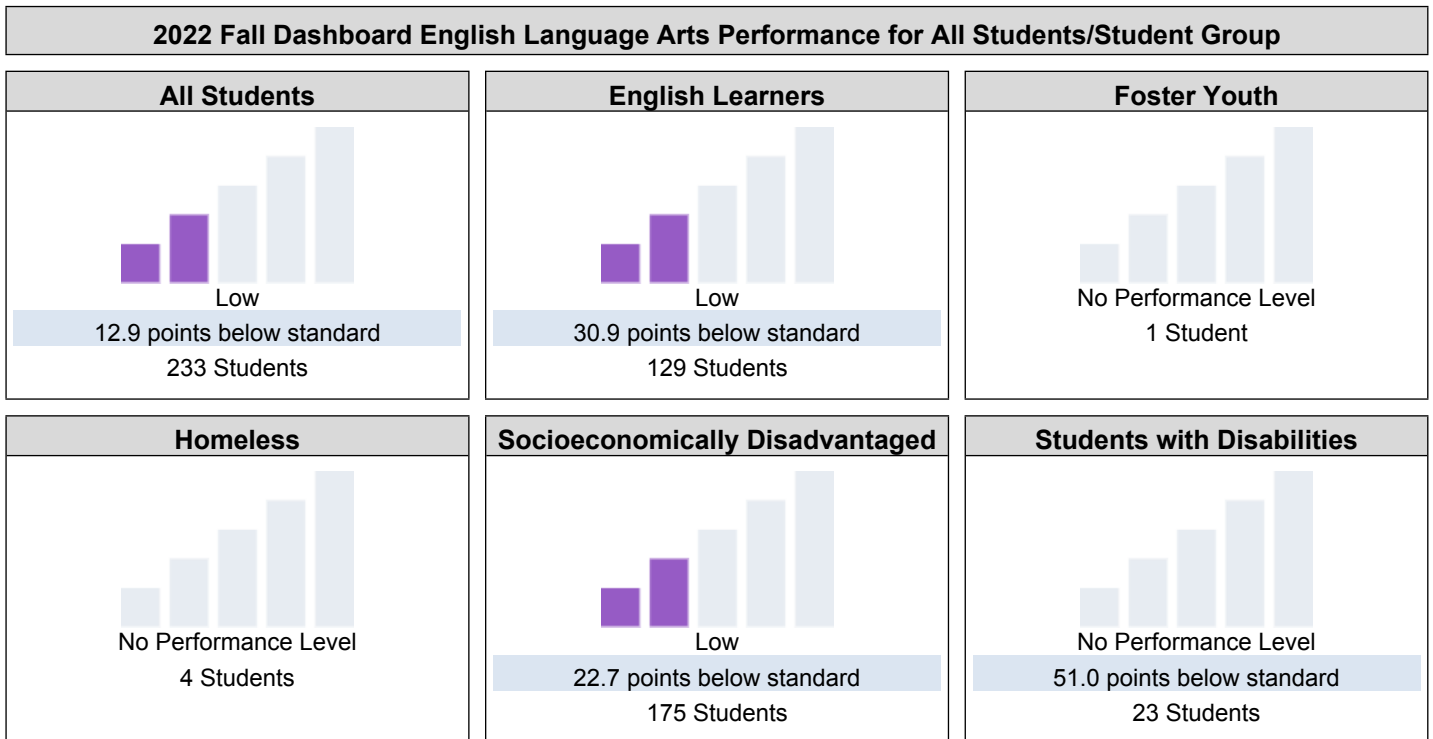
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



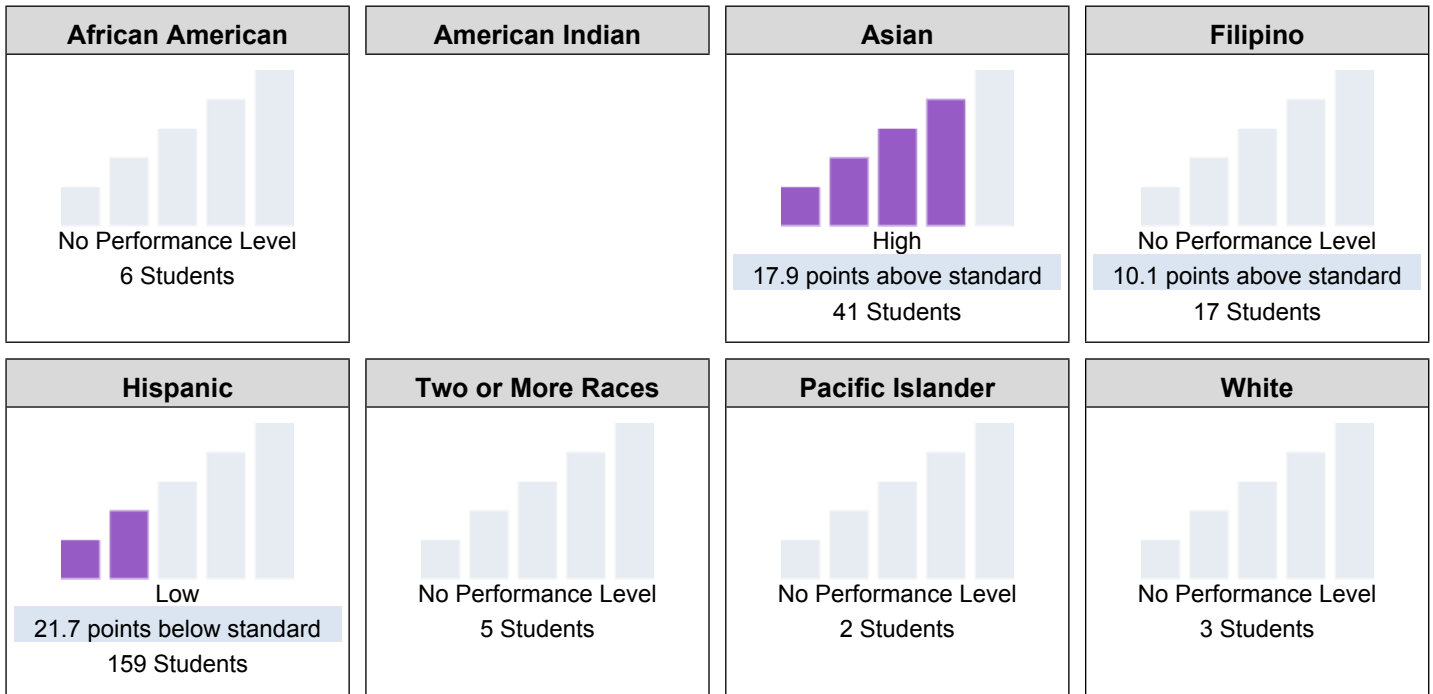
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.7 points below standard 79 Students	25.6 points above standard 50 Students	6.6 points below standard 74 Students

Conclusions based on this data:

1. In order to get a "medium" rating overall, we would need to increase 7.9 points closer to standard. Medium range = (-5.0 to +9.9 points)
2. In terms of growth potential, our current English Learner and Students with Disabilities populations have the most potential for growth since they are both over 50 points below standard.
3. Currently 29% of English Learners are meeting/exceeding standards on English Language Arts based on local NSGRA data in grade K-3 (compared to 45%) of total and 9% of ELs are meeting/exceeding standards on English Language Arts based on local STAR Renaissance data in grade 4-6 (compared to 30% of total).

School and Student Performance Data

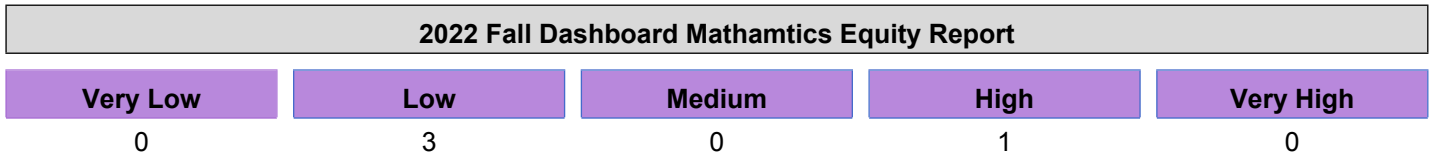
Academic Performance Mathematics

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

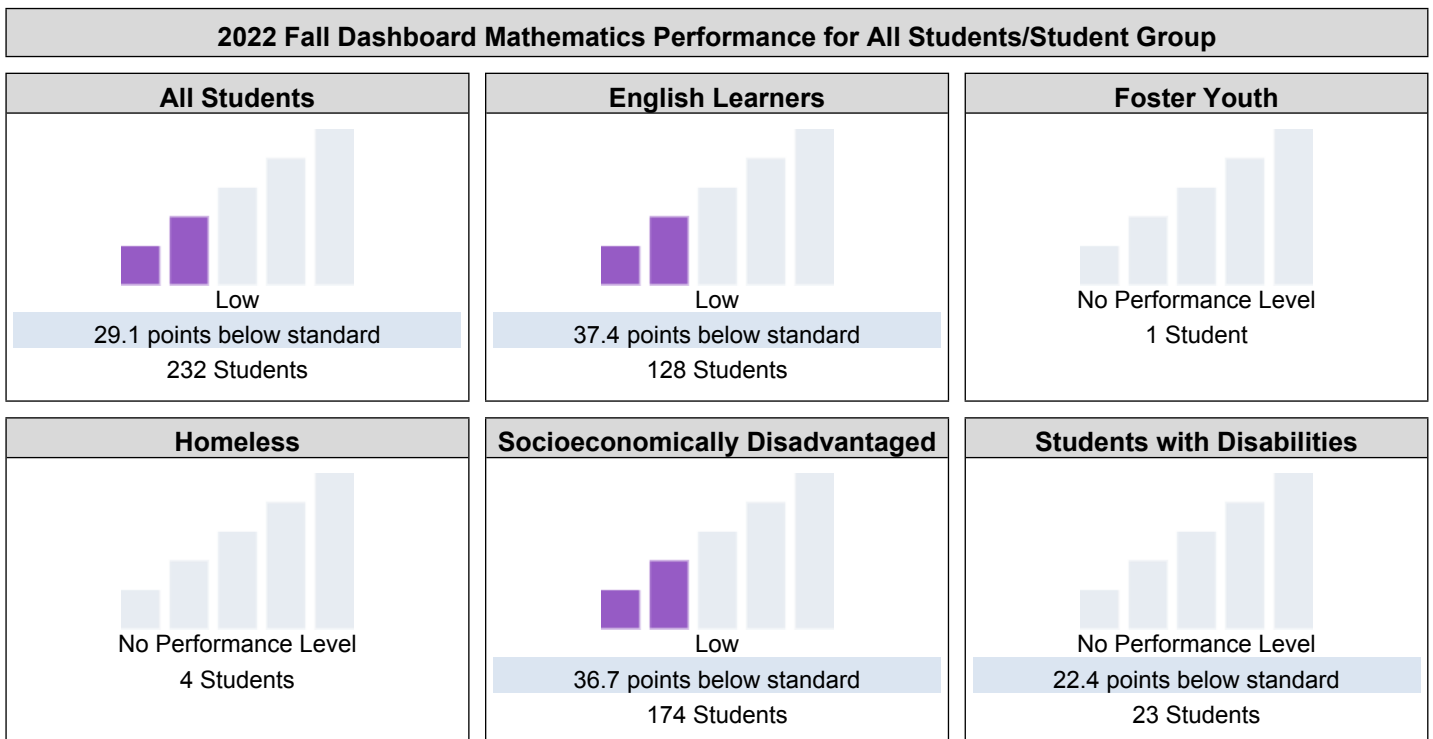
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



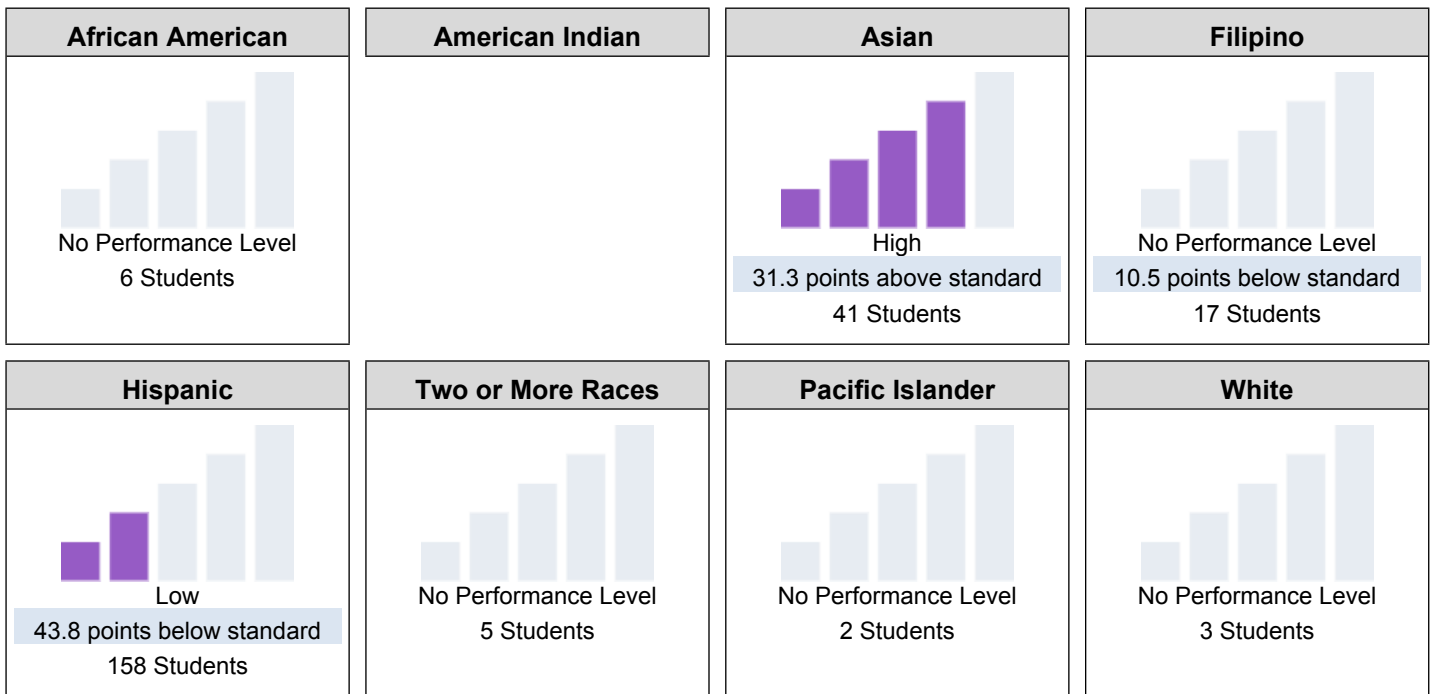
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.3 points below standard 78 Students	7.7 points above standard 50 Students	29.3 points below standard 74 Students

Conclusions based on this data:

1. In order to get a "medium" rating overall, we would need to increase 4.1 points closer to standard. Medium range = (-25.0 to -0.1 points)
2. Currently 50% of students are meeting or exceeding standards according to local STAR Renaissance scores in mathematics in grades 1-6.
3. The current EL subgroup (78 students) has the highest growth potential at 66.3 points below standard. Currently 36% of English Learners are meeting or exceeding standards according to local STAR Renaissance scores in mathematics in grades 1-6.

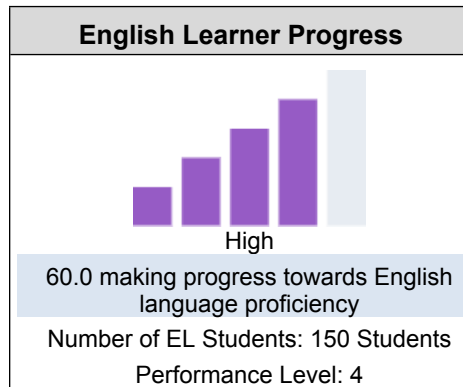
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.3%	20.7%	6.0%	54.0%

Conclusions based on this data:

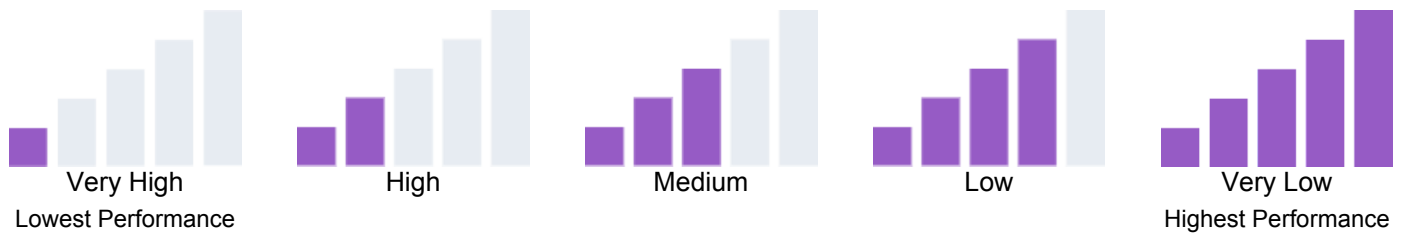
1. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. In 2019, the overall performance for English learners was "low" but has since caught up to receive a rating of "high" with 60% either maintaining ELPI level 4 or progressing one ELPI level.
2. In order to keep a "high" rating, we will need to have 55.0% to 64.9% making progress towards English Language Proficiency by either holding at ELPI 4 or progressing one ELPI level. According to Datazone, 12% of ELs (9 students) are currently at ELPI 4.
3. In the 22-23 school year, there were 34 English Learners who were candidates for reclassification based on their reading scores. Of those, 28 were reclassified (82%). The remaining 6 did not get reclassified due to their writing scores (typically grammatical errors).

School and Student Performance Data

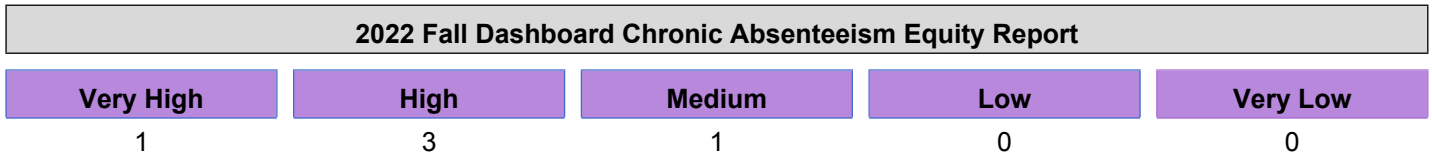
Academic Engagement Chronic Absenteeism

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

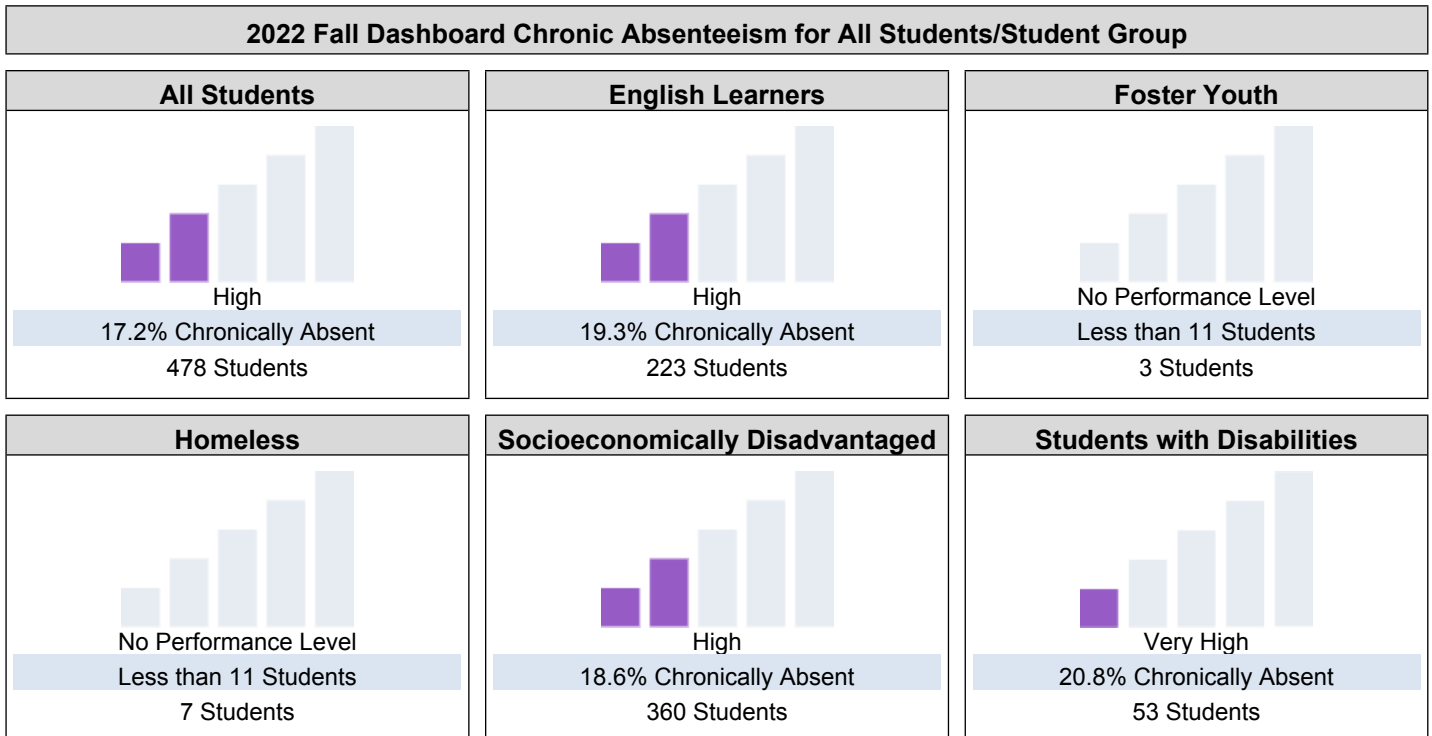
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



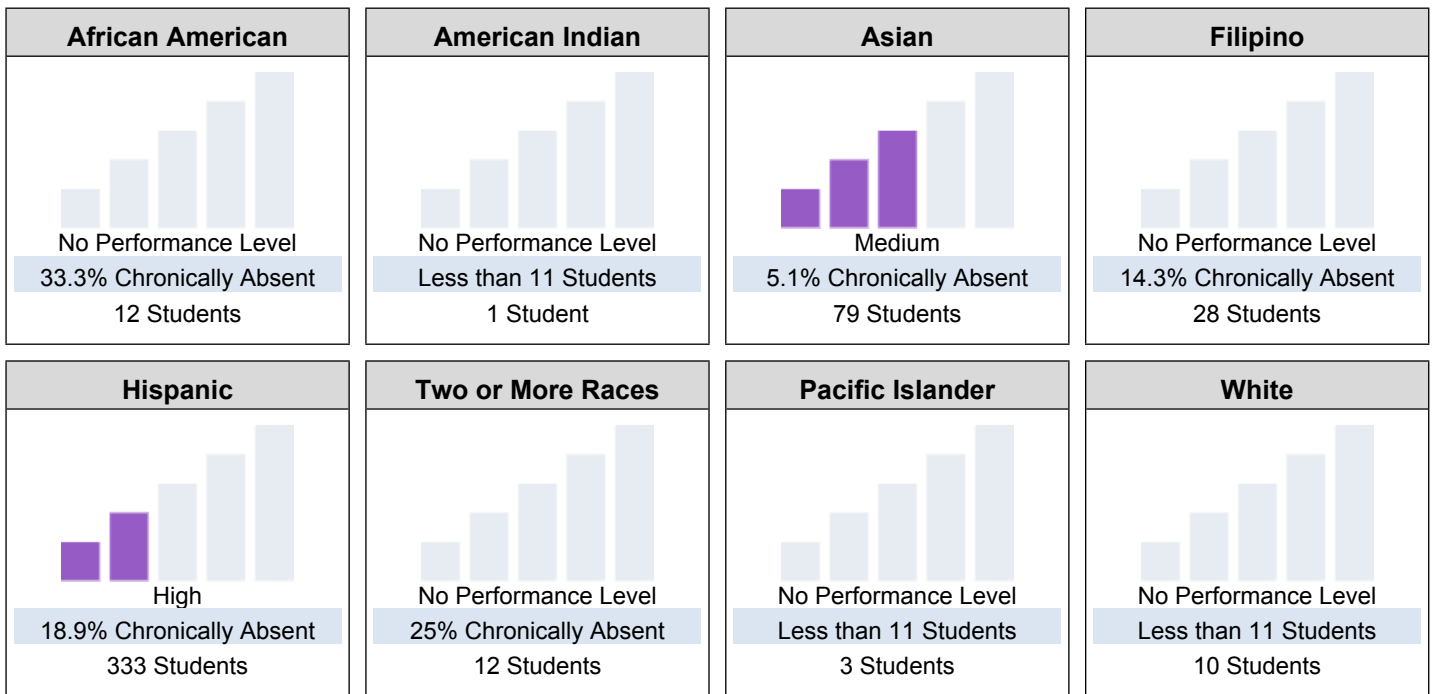
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Due to "very high" rating of chronic absenteeism for students with disabilities, the school Additional Targeted Support and Improvement (ATSI).
2. The rate of chronic absenteeism for students with disabilities is currently 20.8% which is actually a decrease from the 22.5% the year prior and 18.8% lower than the state average of 39.6%.
3. 18.9% of Hispanic students were chronically absent and have missed 10% or more of the school year as compared to 5.1% of Asian students. The academic achievement gap is impacted by the attendance data.

School and Student Performance Data

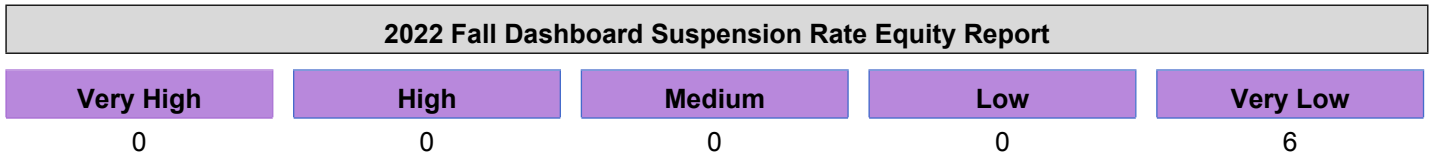
Conditions & Climate Suspension Rate

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

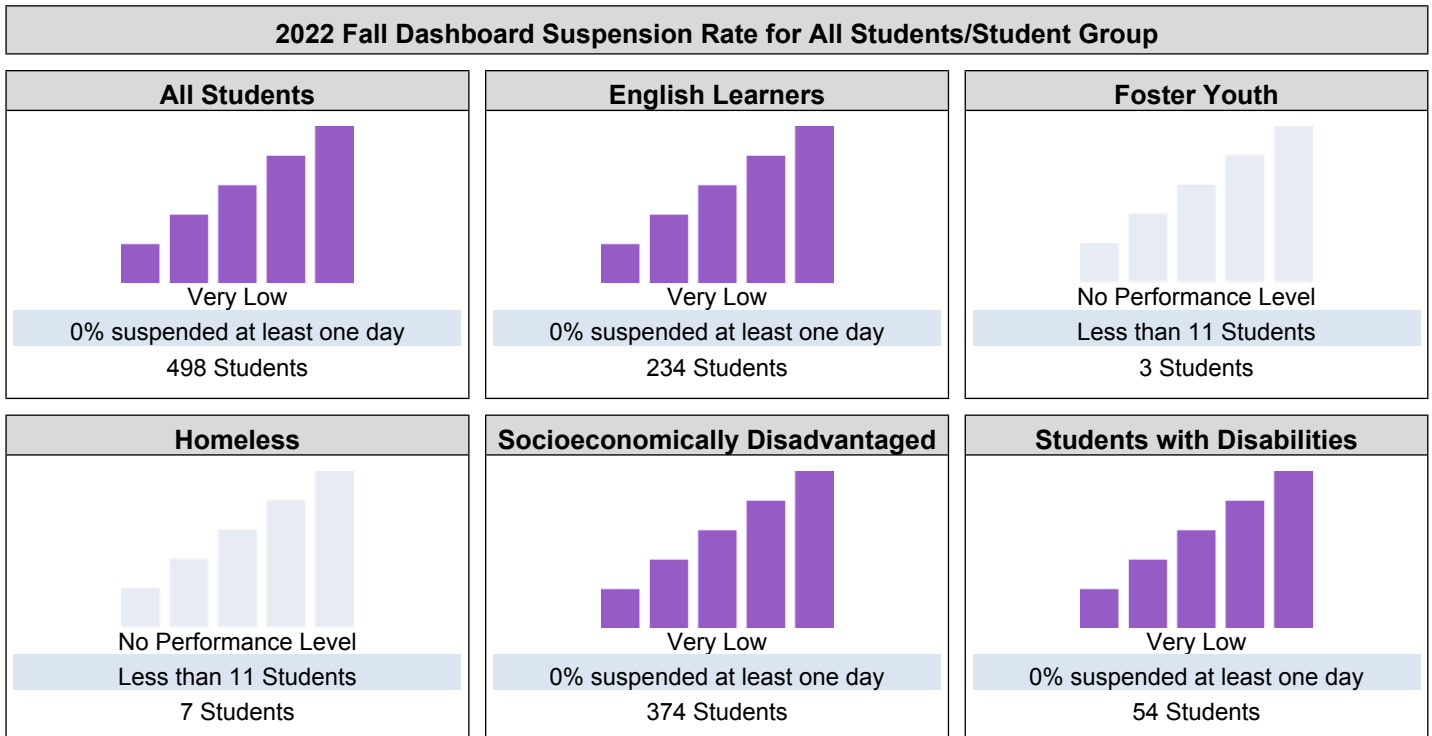
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



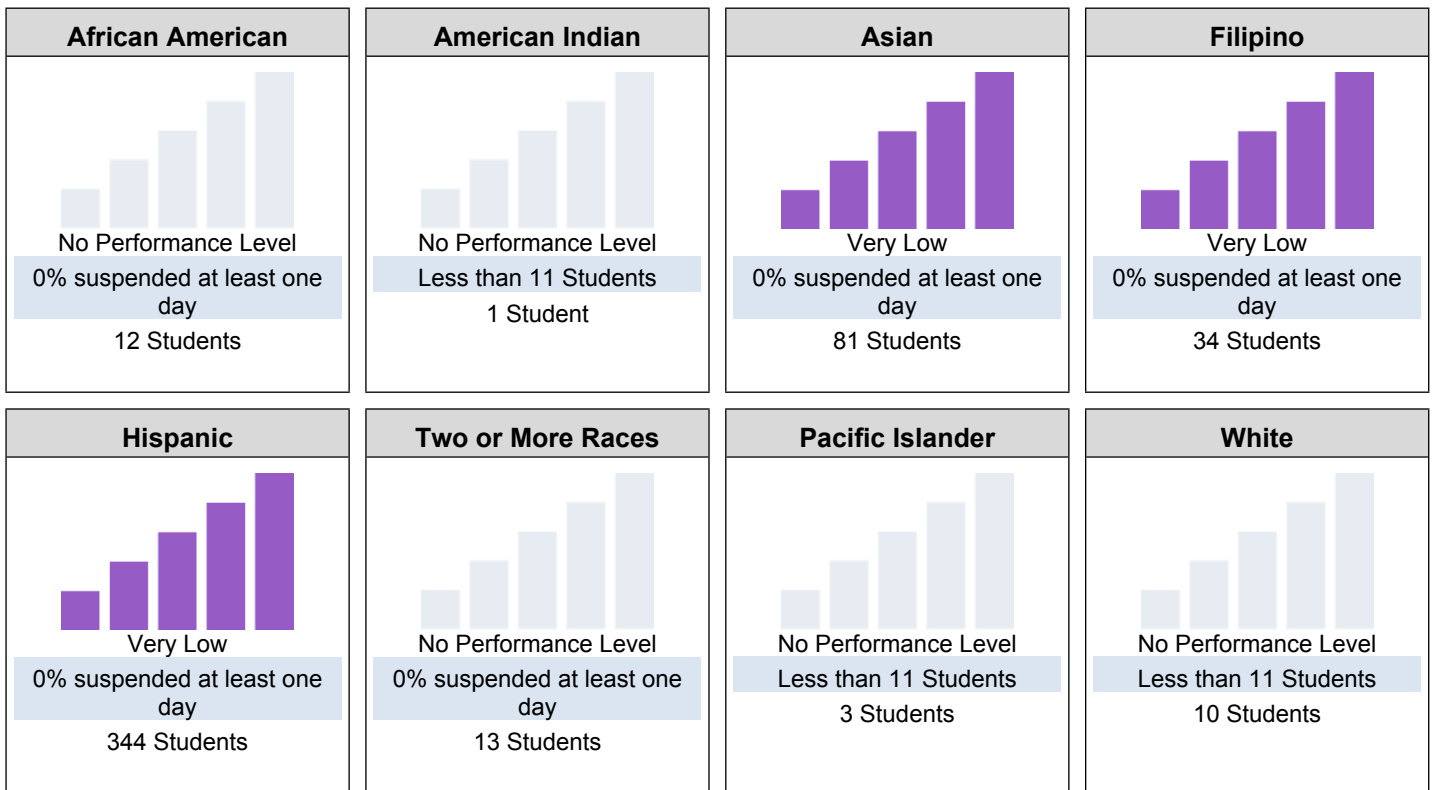
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate has been 0% since pre-Covid.
2. Although 0% suspensions, the intensity of work around social-emotional learning and behavior management is hard to capture in data. From professional development on social emotional learning, restorative practices, trauma informed practices and implicit bias to parent workshops on similar topics, there is an understanding of other means of correction for infractions.
3. The presence of a school social worker has had a huge impact on proactive measures of support such as lessons on mental health, social skills, emotional regulation and healthy relationships.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

By June 2024, the distance from standard will increase for ALL 3rd-6th students on CAASPP by 7.9 points from 12.9 points below standard to 5.0 points below standard to move from "low" to "medium" rating in English Language Arts.

By June 2024, the distance from standard will increase for ALL 3rd-6th students on CAASPP by 4.1 points from 29.1 points below standard to 25.0 points below standard to move from "low" to "medium" rating in Mathematics.

By June 2024, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% (1.98 points) from 17.9 points above standard and 21.7 points below standard in English Language Arts.

By June 2024, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% (3.76 points) from 31.3 points above standard and 43.8 points below standard in Mathematics.

By June 2024, the percent of English Learners making progress towards English Language Proficiency will increase by 5% from 60% to 65% based on the ELPAC.

By March 2024, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 16% from 44% to 60% on Next Step Guided Reading Assessment.

By March 2024, the percentage of Spanish Dual Language Immersion students in grades K-2 meeting or exceeding standard in reading will increase by 12% from 18% to 30% on Adelante Running Record in Spanish.

Identified Need

While there has been incremental growth in both literacy and mathematics based on local assessments, there is still a significant amount of students performing below grade level in reading and mathematics. We have focused a lot of our professional development, instructional time and collaboration on areas around social emotional learning, restorative practices and developing an equity lens in order to meet the immediate safety concerns brought on by the pandemic. While there continues to be a need to focus attention to those efforts, there is also a need to have more time dedicated to professional development and planning time around academic areas in order to accelerate the academic learning as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 California School Dashboard	In English Language Arts, the distance from standard for English Learners was 30.9 points below standard.	In English Language Arts, the distance from standard for English Learners will increase by 15 points from 30.9 points below standard to 15.9 points below standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 California School Dashboard	In English Language Arts, the distance from standard for Hispanic students was 21.7 points below standard.	In English Language Arts, the distance from standard for Hispanic students will increase by 16.7 points from 21.7 points below standard to 5 points below standard.
2022 California School Dashboard	In English Language Arts, the distance from standard for Socioeconomically Disadvantaged was 22.7 points below standard.	In English Language Arts, the distance from standard for Socioeconomically Disadvantaged will increase by 17.7 points from 22.7 points below standard to 5 points below standard.
2022 California School Dashboard	In Mathematics, the distance from standard for English Learners was 37.4 points below standard.	In Mathematics, the distance from standard for English Learners will increase by 13 points from 37.4 points below standard to 24.4 points below standard.
2022 California School Dashboard	In Mathematics, the distance from standard for Hispanic students was 43.8 points below standard.	In Mathematics, the distance from standard for Hispanic students will increase by 19 points from 43.8 points below standard to 24.8 points below standard.
2022 California School Dashboard	In Mathematics, the distance from standard for Socioeconomically Disadvantaged was 36.7 points below standard.	In Mathematics, the distance from standard for Socioeconomically Disadvantaged will increase by 12 points from 36.7 points below standard to 24.7 points below standard.
2022 California School Dashboard	In English Learner Progress, 19.3% of students decreased at least one ELPI level on ELPAC.	In English Learner Progress, the percentage of students who decrease at least one ELPI level on ELPAC will decrease by 4.3% from 19.3% to 15%.
2022 California School Dashboard	In English Learner Progress, 54% of students increased at least one ELPI level on ELPAC.	In English Learner Progress, the percentage of students who increase at least one ELPI level on ELPAC will increase by 4.3% from 54% to 58.3%.
2023 STAR Renaissance Reading	In March 2023, 30% of students in grades 4-6 were meeting or exceeding standard on STAR reading.	The percentage of students in grades 4-6 meeting or exceeding standard in reading will increase by 15% from 30% to 45% on STAR reading.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 STAR Renaissance Reading	In March 2023, 9% of English Learners in grades 4-6 were meeting or exceeding standard on STAR reading.	The percentage of English Learners in grades 4-6 meeting or exceeding standard in reading will increase by 9% from 9% to 18% on STAR reading.
2023 Next Steps Guided Reading Assessment	In March 2023, 44% of students in grades K-3 were meeting or exceeding standard on Next Step Guided Reading Assessment.	The percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 16% from 44% to 60% on Next Step Guided Reading Assessment.
2023 Next Steps Guided Reading Assessment	In March 2023, 31% of English Learners in grades K-3 were meeting or exceeding standard on Next Step Guided Reading Assessment.	The percentage of English Learners in grades K-3 meeting or exceeding standard in reading will increase by 14% from 31% to 45% on Next Step Guided Reading Assessment.
2023 Adelante Running Record	In March 2023, 18% of Spanish Dual Language Immersion students in grades K-2 were meeting or exceeding standard on Adelante Running Record in Spanish.	The percentage of Spanish Dual Language Immersion students in grades K-2 meeting or exceeding standard in reading will increase by 12% from 18% to 30% on Adelante Running Record in Spanish.
2023 Adelante Running Record	In March 2023, 7% of English Only students in the Spanish Dual Language Immersion program in grades K-2 were meeting or exceeding standard on Adelante Running Record in Spanish.	The percentage of English Only students in the Spanish Dual Language Immersion program in grades K-2 meeting or exceeding standard in reading will increase by 13% from 7% to 20% on Adelante Running Record in Spanish.
2023 STAR Renaissance Mathematics	In March 2023, 50% of students in grades 1-6 were meeting or exceeding standard on STAR mathematics.	The percentage of students in grades 1-6 meeting or exceeding standard in mathematics will increase by 15% from 50% to 65% on STAR mathematics.
2023 STAR Renaissance Mathematics	In March 2023, 36% of English Learners in grades 1-6 were meeting or exceeding standard on STAR mathematics.	The percentage of English Learners in grades 1-6 meeting or exceeding standard in mathematics will increase by 9% from 36% to 45% on STAR reading.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified for targeted assistance based on reading progress

Strategy/Activity

A Student Support Specialists (SSS), under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards. SSS will meet with the principal at the end of each intervention cycle to adjust groups based on formative assessments and discuss next steps for targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

0.5 FTE Teacher on special assignment (TOSA) will utilize a multiple tiered approach to support individual student success by coordinating local and state assessments, data management, and interventions at the direction of the principal. The TOSA will support staff in progress monitoring interventions every 6-8 weeks and suggest adjustments as needed. When warranted, the TOSA will coordinate SSTs for students who are not progressing despite documented targeted intervention. The TOSA will test 3rd graders annually to see if they qualify for the gifted and talented program. In addition, the ToSA will update data sets at each trimester for grade levels to analyze and form instructional responses on a Professional Learning Community (PLC) notetaker. The TOSA will also support PLCs each week on planning instruction and/or intervention based on the direction of the principal and/or requests from the teams. The TOSA will support developing systems to track and monitor the progress for students in need of behavioral, attendance and social emotional academic development needs. The TOSA will also serve as the 504 coordinator and serve a key role in the MTSS implementation team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

45,893.4	LCFF Supplemental
22,946.7	LCFF Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SDLI students

Strategy/Activity

0.5 TOSA Instructional coach will work under the direction of the principal to develop professional learning communities in the Spanish Dual Language Immersion (SDLI) program. The instructional coach will support common lesson planning, collaboration around student data and vertical alignment in the program. In addition, they will support bridging the SDLI program with the English Language Instruction (ELI) program in order to create a cohesive school program by facilitating grade level collaboration across programs focused on inclusive practices and common pedagogy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
78,123.1	District Funded
7812.31	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS Cohort 1 team will attend year 3 of MTSS training to develop and refine systems of student support for behavior, attendance, and social emotional academic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will have access to copies/reprographics of standards aligned materials and resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6613	LCFF Supplemental
700	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will attend all district provided professional learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Learning Communities framework, purpose and practice will be revisited in staff meeting trainings to strength existing PLCs. Teachers will meet every other Thursday (admin directed Thursdays) to respond to common formative assessments and adjust/plan instruction based on the data. In addition, sub days will be provided for instructional planning as a grade level (two half days per grade) for implementation of site and district initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3250	Title I
325	LCFF Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted students based on need

Strategy/Activity

A roving sub will be provided 8 days per year to conduct Student Study Teams (SSTs), 504s and IEPs in order to address the needs of students who are not progressing adequately through a multi-tiered support system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2200

Source(s)

LCFF Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Instructional Leadership Team will meet one full day to develop purpose, mission and workflow. They will then meet every 6-8 weeks to monitor the implementation of the school plan based on progress monitoring of goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2725

Source(s)

LCFF Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SDLI students

Strategy/Activity

Periodic training and planning time will be offered as part of the development of the SDLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Time will be allocated for principal to meet with individual teachers or grade levels (as needed) after school to provide support in instructional practice and implementation based on identified needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400

LCFF Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal will meet with TOSAs during school breaks for systems alignment and next steps in both instructional and systems support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1600

LCFF Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in SDLI program

Strategy/Activity

Bilingual paraeducator will provide targeted reading intervention under the direction of the principal based on formative assessment results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school and class libraries will be regularly updated with books in both English and Spanish that represent diverse groups and perspectives including race, gender, ability, sexual orientation, gender identity as well as increase the breadth of social emotional learning resources such as developing empathy, kindness, regulating emotions and developing healthy friendships. Lesson will be developed to use books both as windows that offer new perspectives or as mirrors that provide cultural relevance and connection. In addition, there will be additional funds allocated to increase the number of Spanish titles in the library to support the Spanish Dual Language Immersion program as the current breadth of titles is limited due to the infancy of the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
411.48	Title I
1777.3	LCFF Concentration
	District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials and instructional supplies will be provided to support students reaching mastery of standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,947	LCFF Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funds will be set aside for upgrades on non capital assets such as headphones and printers for effective use of technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600

Source(s)

General Fund

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lexia Core 5, Power Up and Imagine Learning Espanol will be used as online Tier 1 interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS TOSA will meet with CORAL lead after each trimester to provide literacy data for CORAL students and discuss ideas for supporting literacy needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers will implement the recommended Core Literacy Block including word work, vocabulary, reading comprehension and writing as a Tier 1 structure. The MTSS team will lead the professional development in staff meetings around implementation of the Core Literacy Block.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

In addition to integrated English Language Development (ELD) throughout the day, grade levels will regroup for 30 minutes a day based on proficiency level in order to provide English Learners with designated ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students based on performance

Strategy/Activity

In addition to whole group grade level instruction, small group instruction will be provided in class for both literacy and mathematics to students performing significantly below grade level. Training and support will be provided by both the instructional coach and MTSS coach under the direction of the principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies were implemented as planned for. However there was still a large impact on academic support, professional development and planning available due to the persistent need to support the school culture development as a continued response to the impact of both the pandemic and social media. There was an overall sense of being overwhelmed by the amount of little fires popping up that took time from instruction and support. While the time taken was important to create a sense of community and care, the frequency had an impact on both classroom teachers able to deliver high quality lessons and principal being available to lead instructional planning. There is definitely improvement from the year prior and a feeling that next year will be even better, but the social emotional and mental health work is consuming the resources this year.

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

The 2022-23 SPSA was implemented as planned for. The only budgetary differences were that after the budget as approved, the teacher union settled their contract and had a larger increase than planned for which meant the site funded positions had a higher cost. This resulted in less funds for instructional materials and supplies. Additional funding was sought out through grants and fundraising.

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.

The change from 2022-23 was to add local assessments to the goals to be used in both whole school and PLC monitoring of progress. Strategies were added to focus the staff meeting professional development on MTSS and core literacy implementation.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Goal 2

By June 2024, the percentage of students in grades 3-6 who respond favorably to the questions around safety will increase by 7% from 48% to 55% as measured by the LCAP student survey.
 By June 2024, the percentage of students in grades 3-6 who respond favorably to the questions around sense of belonging will increase by 6% from 69% to 75% as measured by the LCAP student survey.
 By June 2024, the percentage of students with disabilities who are chronically absent will decrease from by 2% from 20.8% to 18.8% as measured by the California School Dashboard (20% is the cutoff between high and very high).

Identified Need

While there has been a reduction in physical aggression (fights) and peer conflicts from last year, there are still persistent behavioral concerns that impact the overall sense of safety and belonging. Especially in older grades, the pervasiveness of put downs, teasing and relational aggression even amongst friend groups is an area to target for social skill development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "have you seen or heard bullying in your class this year" decreased by 10% from 43% to 33% responding "no, never".	The percentage of students in grades 3-6 who respond favorably to the question "have you seen or heard bullying in your class this year" will increase by 10% from 33% to 43% responding "no, never".
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do other kids ever tease you about what your body looks like" decreased by 4% from 63% to 59% responding "no, never".	The percentage of students in grades 3-6 who respond favorably to the question "do other kids ever tease you about what your body looks like" will increase by 6% from 59% to 65% responding "no, never".
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "I feel safe talking about my feelings in class" decreased by 2% from 48% to 46%.	The percentage of students in grades 3-6 who respond favorably to the question "I feel safe talking about my feelings in class" will increase by 4% from 46% to 50%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do other kids in school spread mean rumors or lies" decreased by 1% from 56% to 55% responding "no, never".	The percentage of students in grades 3-6 who respond favorably to the question "do other kids in school spread mean rumors or lies" will increase by 5% from 55% to 60% responding "no, never".
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do you feel like people care about you at school" decreased by 4% from 64% to 60%.	The percentage of students in grades 3-6 who respond favorably to the question "do you feel like people care about you at school" will increase by 5% from 60% to 65%.
2023 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do you feel like you are part of this school" increased by 3% from 71% to 74%.	The percentage of students in grades 3-6 who respond favorably to the question "do you feel like you are part of this school" will increase by 3% from 74% to 77%.
2023 Panorama LCAP Staff Survey	The percentage of classified and certificated staff who responded favorably to the sense of belonging statement "I feel people care about me at work" increased by 2% from 94% to 96%.	The percentage of classified and certificated staff who respond favorably to the sense of belonging statement "I feel people care about me at work" will increase by 2% from 96% to 98%.
2023 Panorama LCAP Staff Survey	The percentage of classified and certificated staff who responded favorably to the engagement statement "students know what the behavioral expectations are at school" decreased by 6% from 92% to 86%.	The percentage of classified and certificated staff who respond favorably to the engagement statement "students know what the behavioral expectations are at school" will increase by 9% from 86% to 95%.
2023 Panorama LCAP Staff Survey	The percentage of classified and certificated staff who responded favorably to the engagement statement "discipline actions are fair and consistent" decreased by 8% from 76% to 68%.	The percentage of classified and certificated staff who respond favorably to the engagement statement "discipline actions are fair and consistent" will increase by 7% from 68% to 75%.
2023 Panorama LCAP Staff Survey	The percentage of classified and certificated staff who responded favorably to the engagement statement "student attendance issues are addressed by the school"	The percentage of classified and certificated staff who respond favorably to the engagement statement "student attendance issues are addressed by the school" will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	decreased by 3% from 89% to 86%.	increase by 4% from 86% to 90%.
2022 California School Dashboard	The percentage of students with disabilities who were chronically absent was 20.8%.	The percentage of students with disabilities who are chronically absent will decrease by 2% from 20.8% to 18.8%.
2022 California School Dashboard	The percentage of students who were suspended from school was 0%.	The percentage of students who are suspended from school will remain "very low" at less than 0.5% or less.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All with focused attention on students with disabilities

Strategy/Activity

A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of all students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey. Social worker will also provide social skills support for students with disabilities who struggle to make friends due to social miscues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150,000

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grades 1-6

Strategy/Activity

San Jose Jazz will continue to provide Progressions music education and homework tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,500

Source(s)

District Funded

8,500

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All with focused attention on students with disabilities

Strategy/Activity

Fund noon duty staff to provide a safe, positive school climate. Provide training to noon duties on conflict resolution, restorative practices and supporting social skills with specifics on supporting the needs of students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,396

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All with focused attention on students with disabilities

Strategy/Activity

Principal will follow A2A attendance guidelines and meet regularly with parents of students who receive truancy or excessive absentee notices. In addition, on a trimester basis, principal will pull a list of students with disabilities missing 5 or more days of school to hold proactive conferences to bring awareness of the importance of regular school attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All with focused attention on students with disabilities

Strategy/Activity

Teachers will implement the 8 Keys to End Bullying lessons at the onset of the school year to develop common language, empathy and a sense of inclusion for students with diverse representations including students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal is available by phone/text throughout the school day for staff to reach out if support is needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

550

Source(s)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All with focused attention on students with disabilities

Strategy/Activity

Teachers will implement Second Step Curriculum for Social Emotional Learning to develop social skills and awareness including emotional regulation and positive relationships to support peer interactions and increase kindness for other including students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Prizes/incentives will be utilized in weekly raffle for meeting behavior expectations of being safe, respectful, responsible problem solvers as well as for meeting milestones of growth on site goals and initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	General Fund
1000	LCFF Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional custodial hours will be allocated in the anticipation of the start of the year and/or other long breaks where deep cleaning requires attention beyond the allotted work hours to ensure a safe and welcoming work environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	General Fund

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A cross-grade buddy program will be implemented with the intent of increasing connectedness and leadership. There will be a minimum of one activity per trimester to foster collaboration, leadership and responsibility with a theme of kindness and social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will continue to use the School Linked Services referral process to support students and families needing additional support or resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student council will organize periodic spirit weeks based on themes such as kindness, inclusivity and mental health awareness. In addition, one field day per trimester will be planned to give students an opportunity to explore different events and for student council to develop leadership in organizing events. Student council will also organize a CAASPP kick off rally in spring to develop motivation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Parents of students with disabilities will be invited to the district workshops provided on supporting children with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 22-23 SPSA was followed as planned and there were no major differences in spending than were previously planned for culture and climate. The focus on Tier 1 behavioral supports was greatly supported by the school social worker in having more foundational class lessons and monthly SEL themes with resources for teachers to utilize in their community circles. In addition, having organized activities at recess coupled with adequate supervision reduced the physical conflicts that were present in 21-22.

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

There were no major budgetary differences in our implementation of the SPSA for goal 2 with the exception of not getting safety patrol started as the teacher in charge of that adjunct duty had a difficult time getting the training set up with the city and with additional staff we were able to have staff at the crosswalk before and after school.

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.

No major changes to the goal, however the school social worker will work with the principal to focus on tier 1 instructional support for developing empathy and reducing the teasing culture that is normalized by many friend groups. In addition, there will be intentionality on reducing chronic absenteeism for students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

By June 2024, the percentage of parents with favorable responses to the questions around parent engagement will increase by 1% from 97% to 98% based on the LCAP Family Surveys.

Identified Need

There was an overall positive response from families of 96-98% in all areas. The greatest increase was in parent engagement going from 93% to 97%, which was last year's SPSA goal (to increase parent engagement by 4%). the greatest strength was in sense of belonging with an increase from 95% to 98%. The return of some of our in person family events such as fall carnival and winter concert likely impacted those ratings. There was a 2% decrease in the area of student engagement from 99% to 97% which was actually our greatest increase the year prior going all the way up to 99% from 95% after 18 months in distance learning. This data informs not only the work we do in goal 3 with family engagement but goal 2 with school climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "I have participated in school activities other than parent-teacher conferences this year" increased from 75% to 90%.	The percentage of families who respond favorably to the parent engagement question "I have participated in school activities other than parent-teacher conferences this year" will increase by 3% from 90% to 93%.
2023 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "important school information is being communicated to me in the language I understand best" increased from 99% to 100%.	The percentage of families who respond favorably to the parent engagement question "important school information is being communicated to me in the language I understand best" will maintain at 100%.
2023 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "my child's principal is available to parents. I am comfortable seeking his or her support" increased from 94% to 97%.	The percentage of families who respond favorably to the parent engagement question "my child's principal is available to parents. I am comfortable seeking his or her support" will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		increase by 2% from 97% to 99%.
2023 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "my child's school offers opportunities to help me learn how to support my child's learning" maintained at 96%.	The percentage of families who respond favorably to the parent engagement question "my child's school offers opportunities to help me learn how to support my child's learning" will increase by 2% from 96% to 98%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide interpretation for all workshops and meetings including SSC, ELAC, parent conferences and general parent meetings and workshops. Our Spanish language liaison provides translations and interpretations in Spanish. Funds are allocated for Vietnamese interpretation at meetings and additional Spanish translations during fall parent-teacher conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Language Line will be used to support languages outside of Spanish and Vietnamese for parent-teacher conferences as well as for any parent teacher meetings (in person, zoom, phone) where internal staff is not available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide food for all in person workshops and meetings including SSC, ELAC and general parent meetings and workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400

LCFF Supplemental

200

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure all written fliers and communication are translated in Spanish and Vietnamese through use of adjunct duties and Spanish liaison.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Publicize all events through multiple avenues (e.g., Parent Square posts/text/email, paper fliers and Parent Square voice messaging).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Send home report cards and important school documents in a timely manner (postage).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Added secretary time to support upkeep of workload and high quality customer service.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide supplies, materials and raffles for parent meetings and community events (e.g., fall carnival and winter concert).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Part-time TOSA will support parent engagement through helping develop parent workshops and supporting compliance of SSC and ELAC governance groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,461.21

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Spanish liaison will support recruitment for the SDLI program as well as parent engagement efforts to support the growth of the SDLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies focused on having interpretation at meetings, materials in home language, utilizing multiple avenues for communication (e.g., Parent square posts, texts and fliers), and paying additional secretary time to keep up with in person service and communication flow were all implemented with effectiveness. Strategies involving supplies, raffles and support for meetings and community events including a part-time school funded TOSA and full-time district funded Spanish Liaison were all implemented as planned. Having a part-time TOSA has supported staying compliant with the requirements for both School Site Council (SSC) and English Learner Advisory Committee (ELAC) as well as coordinating additional parent engagement workshops with our PowerMyLearning partners on Family Wisdom (What Schools Can Learn From You), Sharing Your Expertise with Teachers, Preparing for the Future and Strengthening the Community with Empathy and Dialogue. Having a Spanish Liaison has helped with recruitment for our Spanish Dual Language Immersion program and providing materials for both school and classroom usage in Spanish.

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

All strategies were implemented as budgeted for, with the exception of those that were not applicable in a virtual environment. A parent survey was sent to determine if parents prefer in person or virtual meetings for school information and feedback, with a super majority selecting virtual. Therefore, strategies of offering childcare and food were not needed for meetings. The \$175 for childcare and \$300 for food was utilized for the increased cost in secretarial time due pay increases and food for community events.

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

We will continue with multiple forms of communication in multiple languages. Both the TOSA and Liaison will continue to provide support in organizing parent meetings and community events including our governance groups. Although parents prefer virtual meetings, we will offer in person meetings periodically to engage more parents as well. We will also offer parent engagement workshops specifically focused on opportunities to help families learn how to support their child's learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$459,831.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$26,935.00

Subtotal of additional federal funds included for this school: \$26,935.00

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

State or Local Programs	Allocation (\$)
District Funded	\$298,123.10
General Fund	\$24,696.00
LCFF Concentration	\$24,724.00
LCFF Supplemental	\$85,353.40
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$432,896.50

Total of federal, state, and/or local funds for this school: \$459,831.50

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
Magdalena Moore	Principal
Rick Drewrey	Classroom Teacher
Rosalie Yu	Classroom Teacher
Kati Bachman	Classroom Teacher
Rosa Hernandez	Other School Staff
Liza Victa	Parent or Community Member
Annette Cruz	Parent or Community Member
Veronica Mariscal	Parent or Community Member
Jessica Lopez	Parent or Community Member
Jacqueline Gil	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 4/19/23.

Attested:



Principal, Magdalena Moore on 4/19/23



SSC Chairperson, Veronica Mariscal on 5/12/23