

School Year: **2024-25**



MEADOW HEIGHTS
ELEMENTARY SCHOOL
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

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
Meadow Heights Elementary School	41690396044960	May 20, 2024	June 27, 2024

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

As a school identified for Additional Targeted Support and Improvement (ATSI), Meadow Heights is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of English Learners in the areas of English Language Arts, Math, ELPI and/or Chronic Absenteeism.

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.

In this SPSA, there are several sections with information that explains how Meadow Heights has met the ESSA requirements for the [[ATSI program or Schoolwide and ATSI programs]] in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called "Educational Partner Involvement" describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called "Student Performance Data: Data Indicators and Targets" includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in

their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

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

Teachers: 4/30/24

English Language Advisory Committee: 4/29/24

Family Engagements: 5/16/24 MHPTA, 5/13/23 Principal Coffee Chat, 4/14/23

SSC approval on May 20, 2024

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.36%	0%	%	1	0	
Asian	11.39%	11.81%	10.29%	32	30	25
Filipino	1.78%	2.36%	2.06%	5	6	5
Hispanic/Latino	45.20%	45.28%	49.38%	127	115	120
Pacific Islander	3.91%	3.94%	4.12%	11	10	10
White	20.64%	20.87%	19.75%	58	53	48
Multiple/No Response	14.95%	12.99%	12.35%	42	33	30
	Total Enrollment			281	254	243

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	50	39	31
Grade 1	42	42	32
Grade 2	43	49	41
Grade 3	40	38	47
Grade 4	54	36	36
Grade 5	52	50	39
Total Enrollment	281	254	243

Data Statements: Strength

1. Kindergarten enrollment went up.

Data Statements: Challenges

2. Overall data declined by 15 students.

Why are we getting these results?

3. District overall enrollment is declining as families move out of the bay area for job opportunities.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	100	90	85	35.6%	35.4%	35.0%
Fluent English Proficient (FEP)			26			10.7%
Reclassified Fluent English Proficient (RFEP)	21	23		7.5%	9.1%	

Conclusions based on this data:

1. The presentage of EL enrollement stayed the same from 21-22 to 23-24 school year.
2. There was a drop in RFEP rates from 22-23 to 23-24 school year.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	40%				5 percentage	45%
3 rd	42.86%				5 percentage	47%
5 th	50%				5 percentage	55%
All English Learner/Multilingual Students	2.86%				10 percentage points	13%
Special Education	4.17%				10 percentage points	24%
Socio-Economically Disadvantaged	11.11%				10 percentage points	22%
Asian	81.81%					
Black/AA						
2+ more	31.58%					
Filipino						
Hispanic/Latino	21.06%				10	30%
Native Hawaiian						
White	67.85%				5 percentage	72%
English Learner	2.86%				10	13%
RFEP	45.45%				5 percentage	50%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	42.15%				5 percentage	47%
3 rd	55.55%				5 percentage	60%
5 th	43.75%				5 percentage	49%
All English Learner/Multilingual Students	11.11%				10 percentage points	22%
Special Education	16.66%				10 percentage points	27%
Socio-Economically Disadvantaged	10.87%				10 percentage points	21%
Asian	66.67%					
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	42.10%					
Filipino						
Hispanic/Latino	22.81%				10	32%
Native Hawaiian						
White	71.43%				5 percentage	76%
English Learner	11.11%				10	22%
RFEP	45.45%				5 percentage	50%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	41.67%					
5 th	41.67%					
All English Learner/Multilingual Students	0%				10 percentage points	10%
Special Education	15.38%				10 percentage points	20%
Socio-Economically Disadvantaged	0%				10 percentage points	14%
Black/AA						
Filipino						
Hispanic/Latino	10.53%				10	20%
Native Hawaiian						
White					5 percentage	
English Learner	0%				10	10%
RFEP					5 percentage	

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	27.5%				10 percentage points	27.5%
Middle School Long Term English Learners (LTELs)					10 percentage points	

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	62.45%	48.64%	61.74%		5 percentage	67%
1 st	75.68%	50.00%	77.14%		5 percentage	80%
3 rd	51.43%	27.08%	36.73%		5 percentage	56%
All English Learner/Multilingual Students					10 percentage points	
Special Education	30.30%	25.00%	47.06%		10 percentage points	40%
Socio-Economically Disadvantaged	35.05%	35.44%	46.02%		10 percentage points	45%
Asian	90.63%	71.43%	80.77%			
Black/AA						
Filipino						
Hispanic/Latino	42.86%	31.13%	43.97%		10	52%
Native Hawaiian						
White	87.23%	66.67%	84.44%		5 percentage	92%
English Learner	30.00%	15.79%	32.18%		10	40%
RFEP					5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		80.19%	82.89%		80%	157.80%
3 rd		93.02%	81.82%		80%	
5 th		87.50%	84.62%		80%	
English Learner/Multilingual Students		64.38%	69.32%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		74.73%	75.00%		80%	
Socio-Economically Disadvantaged		54.17%	58.82%		80% Proficiency Target	

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	16.97	4.30	12.84		20%	20

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	2	6	2		20%	20.43%

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	22.98%	21.49%	27.35%		50%	11.50%
All English Learner/Multilingual Students	32.53%	20.00%	32.56%		50% reduction	
Special Education	18.60%	8.82%	22.22%		50%	9%
Socio-Economically Disadvantaged	36.63%	21.21%	37.72%		50% reduction	19%
Asian	10.81%	20.00%	8.70%			
Black/AA						
2+ more	6.25%	17.39%				
Filipino		16.67%				
Hispanic/Latino	29.73%	19.57%	33.04%		50%	15%
Native Hawaiian	80.00%	60.00%	100.00%			
White	16.00%	19.12%	14.29%		50%	8%
English Learner	32.53%	20.00%	32.56%		50%	16%
RFEP	22.98%				50%	

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0%				50%	0.035%
All English Learner/Multilingual Students	0%				50% reduction	0.045%
Special Education	0%				50% reduction	2.55%
Socio-Economically Disadvantaged	0%				50% reduction	0.004%
Asian	0%					
Black/AA						
Filipino						
Hispanic/Latino	0%				50%	0.035%
Native Hawaiian						
White	0%				50%	0.085%
English Learner	0%				50%	0.095%
RFEP					50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	85%			82%	5 percentage	87%
4 th	81%			74%	5 percentage	79%
5 th	84%			83%	5 percentage	88%%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	87%			90%	5 percentage	95%
4 th	86%			72%	5 percentage	77%
5 th	73%			83%	5 percentage	88%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	86%			84%	5 percentage	89%
4 th	82%			80%	5 percentage	85%
5 th	85%			88%	5 percentage	93%

Data Statements: Strength

1. 45.45 % of RFEP students met or exceeded in Math, 42.15% of all students met or exceeded in math, 40% of all students, 50% of 5th grade, and 45.5% of RFEP students met or exceeded in ELA
74%-83% of 4th and 5th graders feel connected to their school and believe there is a caring adult at school

Chronic Absenteeism has declined for our special education students from 25% to 20%
Students in 5th grade feel more connected to the school 81% to 80%
Chronic absenteeism has decreased by 6% for ELLs.

Data Statements: Challenges

2. Overall, students in the following subgroups are scoring significantly below grade level in ELA and Math on CAASPP and District Benchmark Assessment (English Learners, Low SES, Special Needs)
57% of English Learners have chronic absenteeism
SED chronic absenteeism has increased BY 3%
Students in 4th grade produced the same data 81% connected in the 2022 and 2023 school years.
27.5% of English Learners increased by one level or maintained on the ELPAC

Planning Statements

3. This year, grade levels are participating in year-long professional development and coaching in specific focus areas. All teachers are focusing on building knowledge, providing high-quality language support, and ensuring all students have foundational skills. All grades will provide small group intervention during the school day in the area of literacy. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism.
The Math TOSA will continue to work with all students to support math learning. The TOSA will ensure that students receive math mindset routines 4 times a week and that in every classroom students are taught math games that they can play at home.

We will provide targeted support for chronic absenteeism with daily phone calls when students are absent, letters home explaining why school attendance is important, and meetings with families. We will ensure that these communications are culturally and linguistically responsive.

We will have multiple evening engagements to build community with all school partners including an international potluck, ice cream social, and harvest festival. We will also provide students with the Second Step curriculum and SoulShoppe during the school day.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF") with additional supports for cross-linguistic transfer multilingual students.	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Rewards" and "Phonics for Reading")			
MTSS, Tier 1: Support K-2 staff to participate in professional development to implement foundational literacy supplemental curricula.	covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 and 4-5 to support in-class instruction and pull-out supports for foundational literacy (PAF, Phonics for Reading, and Rewards).	District-provided FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	148,261
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Teachers will create assignments in F2B aligned to PAF lessons to support current student learning.	District-provided resource.		
MTSS, Tier 1: Implement strategies and supplementary curriculum to strengthen language skills of potential Long-Term English Learner students, through professional development, teacher collaboration, and materials purchase (i.e. NewsELA)	District-provided materials and resources Site-identified additional teacher extra-time		

MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in ATSI: Students with IEPs and Latinx.	covered by district.	None Specified District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in ATSI: Students with IEPs and Latinx studnets.	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) Provide phonics screening for all rising 3rd, 4th and 5th-grade students and provide targeted instruction and teacher resource materials. Targeting specifically student groups identified in ATSI: Students with IEPs, and Latinx.	Site-provided materials and resources	4000-4999: Books And Supplies Site Supplemental	7,468.00
Take Home, Classroom and Bookroom Decodable Book Sets, centers, and Text Sets	Materials -- additional Lottery funding of \$3,068.00	4000-4999: Books And Supplies Site Supplemental	9,908
Take Home, Classroom and Bookroom Decodable Book Sets, centers, and Text Sets		4000-4999: Books And Supplies Site Lottery	3068
Collaboration, Materials Creation, Professional Development, Data Meetings outside of regular school day	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	15,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		

MTSS, Tier 1: Support K-5 grade teachers to collaborate with site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 FTE Math TOSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000.00
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MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention.	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials. Teachers will support implementation and access to science concepts by providing text sets and EL Signature Strategies. Teachers will use Benchmark to reinforce these concepts.	District-provided materials and resources		
MTSS, Tier 1: All staff to participate in professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules using teacher on employment agreement.	District-provided materials and PTA funded resource		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement visual arts program for all classrooms	District and PTA provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	20,000.00
Implement music for all classrooms		5000-5999: Services And Other Operating Expenditures District Central funding	40,625
STRATEGY: "Responsive" Curriculum & Practices			

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District provided resources		

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	District-provided resources		
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified school community worker	2000-2999: Classified Personnel Salaries District Central funding	33000.00
Expand school efforts to get input and feedback from family engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	District-provided resources		
Provide childcare during ELAC and engaging activities for children during the meetings	Childcare expenses	5000-5999: Services And Other Operating Expenditures Site Supplemental	500
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		

<p>MTSS, Tier 1: Implement strategies and supplementary curriculum to strengthen language skills of potential Long-Term English Learner students, through professional development, teacher collaboration, and materials purchase (i.e. NewsELA)</p>		<p>4000-4999: Books And Supplies Site Supplemental</p>	<p>3024</p>
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SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	0001-0999: Unrestricted: Locally Defined District Central funding	120000
MTSS, Tier 1 & 2: District-based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District based support		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		

MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District and site provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	
MTSS Tier 1: Students attend 4 assemblies to focus on life skills of belonging and problem-solving (Soul Shoppe). 5 graders are trained to participate in a Peace Maker program where they support younger students on the playground in solving problems in the schoolyard.	Soul Shoppe materials	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	6600
School Counselor to provide weekly Second Step or mindfulness lessons in each classroom to promote awareness of our thoughts, emotions, and our surroundings.	District-provided		
Provide parent workshops in connection to all student wellness initiatives		5000-5999: Services And Other Operating Expenditures Site Supplemental	1500
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Develop a plan that includes an attendance team, interventions, and incentives with the support of a consultant. Implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB). Focus on Latinx (ATSI)	District resources	5000-5999: Services And Other Operating Expenditures Site Supplemental	6000
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time, meeting and incentives costs		
MTSS Tier 2 Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific	Site-identified staff extra-time and meeting/activities costs		

student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).			
MTSS Tier 2 All Students: Designated staff and Care Team members will make weekly/monthly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff extra-time		
On a quarterly basis, MTSS Tier 2 Students with IEPs, Latinx (ATSI): Care Team members, in collaboration with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3 Students with IEPs, Latinx (ATSI): The counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to reduce their chronic absenteeism.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	District-provided		
MTSS Tier 2 All Students: Designated staff and Care Team members will make weekly/bimonthly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time		
MTSS Tier 2 :	Site-identified staff extra-time--	None Specified	

<p>On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.</p>		<p>Site Supplemental</p>	
<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	<p>Site-identified staff extra-time</p>		

Annual Review

SPSA Year Reviewed: 2023-24

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

GOAL 1 ANALYSIS

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

ACHIEVEMENT:

In 2023-2024 our achievement goal was to create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond. To achieve this goal we took specific actions. This includes the implementation of Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF ") with additional support for cross-linguistic transfer multilingual students. Similarly, we implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Rewards" and "Phonics for Reading"). We have found that these programs have accelerated outcomes in foundational skills for all student groups. We have found that our most recent arrivals benefit from smaller group size and slower pace. This reflection is a result of another strategy we have used in the 23-24 school year which is, to support K-2 staff to participate in professional development to implement foundational literacy supplemental curricula.

and to assign Foundational Literacy ToSAs in grades K-2 and 4-5 to support in-class instruction and pull-out support for foundational literacy (PAF, Phonics for Reading, and Rewards).

We also aligned the Implementation of Footsteps2Brilliance as an at-home literacy resource for all TK-3 students. Teachers used the data from the aforementioned programs to target skills students when students need additional practice. We also used take-home, classroom, and bookroom decodable book sets, centers, and text sets to positive effect.

We will continue the implementation of K-5 math curricula EngageNY/Zearn, and ST Math for at home student use. Support for K-5 grade teachers to collaborate with site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning was intended, but ultimately the math TOSA was only able to give support to the 4th and 5th grade team. This included the implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement and the math data cycles through and site meetings that lead to instructional reengagement strategies in classrooms and intervention. This year our goals will stay the same and there will be a greater collaboration between the school and math department.

TWIG Science curriculum and teacher guidance materials were implemented in every grade level. Teachers will support implementation and access to science concepts by providing text sets and EL Signature Strategies. Teachers used Benchmark to reinforce these concepts as appropriate. The staff participated in ongoing professional development to deepen implementation of TWIG Science curriculum in culturally and linguistically responsible ways.

We also successfully Implemented LEGO Education modules and visual arts programs for all classrooms using a teacher on employment agreement.

Meadow Heights continues to work to implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. This includes the implementation of school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families. We believe this is ongoing work and we will continue with these strategies and actions.

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 differences between the intended implementation and budget and the strategies and activities.

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.

For Language and Literacy, we plan to continue to have the same strategies and actions, and these will be articulated in the same way.

GOAL 2 ANALYSIS

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

In 2023-2024, our equity goal was to reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion. To this end, we provided site-based community outreach specialists, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.

Expand school efforts to get input and feedback from family engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports. We provided childcare during ELAC meetings and engaging activities for children who attended. This was a particularly helpful strategy because then the children encouraged parents to attend.

We also implemented school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.

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 differences between the intended implementation and budget and the strategies and activities.

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 realized this school year if we provided meaningful activities during the ELAC meetings for the children, then the children would encourage the parents to attend. We have added this to our strategy for this year.

In order to ensure our multilingual students have access to grade level content we will be using NewsELA combination package that includes readings from science and social studies texts. in the 24-25 school year. We will use the program in two ways; provide social students and science readings for students in their home language, and provide tiered reading sets. These readings will support students with easier readings on a given topic so that teachers can build to complexity.

GOAL 3 ANALYSIS

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

In 2023-2024, our wellness goal was to provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child. To meet this goal we had three strategies: 1. Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness, 2. Reduce Chronic Absenteeism, and 3. Support Students with Compromised Housing/Foster Youth.

Our first strategy, implementing Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness MTSS, we assigned a 1.0 FTE counselors to provide individual and group wellness support.MTSS. We also had access to the distinct social workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students. This person attended our CARE team meeting to provide expertise and support with students of concern. We implemented a Student Study Team (SST) and 504 structures and tools. The district supported all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.

The next strategy, support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies was provided by the school district This supported the school to implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. We implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. Students attended 4 assemblies to focus on life skills of belonging and problem-solving (Soul Shoppe). 5 graders were trained to participate in a Peacemaker program where they support younger students on the playground in solving problems in the schoolyard. The school counselor provided weekly Second Step lessons in each classroom to promote awareness of our thoughts, emotions, and our surroundings.

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 diffences between the intended implementation and budget and the strategies and activites.

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.

Although the above strategies were helpful, they were insufficient to meet the needs of students struggling with school attendance. As a result, we will hire a consultant next year to create and support implementation of a comprehensive attendance plan. If we form a school site attendance team, create an annual plan to include tiered systems of support with incentives and interventions as well as increase family engagement around attendance we will see an increase in positive/satisfactory attendance for our students.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

Complete the 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$489,954.00

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

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 Central funding	\$436,886.00
Site Lottery	\$3,068.00
Site Supplemental	\$50,000.00

Subtotal of state or local funds included for this school: \$489,954.00

Total of federal, state, and/or local funds for this school: \$489,954.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	436,886.00
Site Lottery	3,068.00
Site Supplemental	50,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	120,000.00
1000-1999: Certificated Personnel Salaries	238,261.00
2000-2999: Classified Personnel Salaries	33,000.00
4000-4999: Books And Supplies	23,468.00
5000-5999: Services And Other Operating Expenditures	68,625.00
5800: Professional/Consulting Services And Operating Expenditures	6,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Central funding	120,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	223,261.00
2000-2999: Classified Personnel Salaries	District Central funding	33,000.00
5000-5999: Services And Other Operating Expenditures	District Central funding	60,625.00

4000-4999: Books And Supplies	Site Lottery	3,068.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	15,000.00
4000-4999: Books And Supplies	Site Supplemental	20,400.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	6,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	319,330.00
Goal 2	36,524.00
Goal 3	134,100.00

School Site Council Membership

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

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

Name of Members	Role
Dale Rogers-Eilers	Principal
Laura Daly	Classroom Teacher
Kristy Griggs	Parent or Community Member
Erika Fowler	Other School Staff
Carrie Attel	Classroom Teacher
Diana Harris	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 02, 2024.

Attested:



Principal, Dale Rogers-Eilers on May 20, 2024



SSC Chairperson, Chrstie Griggs on May 20, 2024