



School Plan for Student Achievement (SPSA)

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 22, 2024	6/25/2024

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Meadows has been identified for ATSI for Students with Disabilities for Chronic Absenteeism.

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Meadows has been identified for ATSI for Students with Disabilities for Chronic Absenteeism.

Meadows Elementary School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements. There will be additional systems of monitoring and interventions put in place around attendance for students with disabilities to proactively prevent students from reaching chronic absentee thresholds.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Meadows Elementary community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making. In collaboration with the school social worker and MTSS TOSA, the principal will monitor interventions in place for students with disabilities to increase attendance.

Resource Allocation and Integration: In addition to the resource allocation for all schools, the TOSA role and MTSS team release days in particular will support in creating systems to monitor attendance and academic progress regularly in order to develop and refine Tier 1 and 2 strategies to maximize improvement for students with disabilities as well as other subgroups with high rates of chronic absenteeism such as socioeconomically disadvantaged, English learners and Hispanic students .

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Meadows Elementary's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

1/22/24 English Learner Advisory Committee (ELAC) met and provided advice to the SSC as to what supports should continue to be prioritized for English Learners via EL Needs Assessment.

3/12/24 Staff discussed 2024-25 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.

3/14/24 School Site Council (SSC) met to review data, school-wide needs assessment, progress on current year goals and thoughts on 2024-25 goals. They discussed 2024-25 budget projections and gave input on what to stop, keep, start. A suggested budget distribution was developed, as were tentative goals.

4/16/24 Staff met to review data, progress on current year goals as measure with local assessments and thoughts on 2024-25 goals.

4/22/24 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. The SPSA was approved unanimously 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.

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

In addressing the Additional ATSI (Additional Targeted Support and Improvement) Planning Requirements, Meadows Elementary has conducted a thorough needs assessment to identify resource inequities impacting student success. Through this assessment, specific resource gaps at both the LEA (Local Education Agency) and school levels have been identified and are being strategically addressed within our Single Plan for Student Achievement (SPSA).

The identified resource inequities include:

Differences in Staffing and Support Services:

Inequities were noted in staffing ratios and access to support services (e.g., school social workers, administrators) based on student needs and demographics. Meadows Elementary serves 431 students which is more than double the size of our smallest elementary school, yet both schools have 1 full time administrator and 1 full time social worker. Meadows is also in year 4 of growing a Spanish Dual Language Immersion (SDLI) Program which takes an added amount of time to lead as creating new programs requires constant onboarding of new staff, creating of new systems, developing understanding and support of best practices with curriculum implementation and so forth. There is a part-time instructional coach to support the dual language program. Our school social worker was also on maternity leave for nearly half the year and while there was a substitute, they did not have the training needed to support the principal with attendance monitoring, making it difficult to stay ahead of the chronic absentee issue. While there is no inequity in the allocation of special education staff, the IEP team of 1.5 Education Specialists, 1 Speech Therapist and 1 School Psychologist are all in their first or second year in the profession, which takes additional support.

To address these resource inequities, our SPSA outlines targeted strategies and actions:

Expanded Access to Support Services: The LEA continues to fund an part time instructional coach to support implementation of the SDLI program so the principal has a partner in the work. Our social worker has also returned from leave. The SPSA outlines the hiring of a part time TOSA to support the MTSS work including attendance as creation and the assisted monitoring of systems in partnership with the principal allows the principal to manage multiple initiatives. Next year we will work closely with our MTSS team to focus on systems for attendance with special attention to monitoring and adding supports for students with disabilities.

Through the implementation of these targeted strategies, Meadows Elementary is committed to addressing resource inequities and promoting equitable opportunities for student success. The SPSA serves as a roadmap for systematically closing gaps and ensuring that every student receives the necessary resources and support to thrive academically and socially. This approach reflects our dedication to achieving educational excellence and equity within our school community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The overall chronic absenteeism rate was level ORANGE due to the increase of 1% for an overall rate of 18.1% of students who are chronically absent.
The overall performance for English Language Arts was level ORANGE due to the decline of 8.7 points to 21.6 points below standard.
The overall performance for Mathematics was level ORANGE due to the decline of 4.4 points to 33.5 points below standard.

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

There were no areas where any student group was two or more performance levels below the "all student" performance. We have been identified as ATSI for Students with Disabilities in chronic absenteeism
ORANGE: Students with Disabilities, Chronic Absenteeism

To effectively address the needs of students with disabilities experiencing high chronic absenteeism Meadows Elementary's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

Data Analysis and Identification:

Through our ILT and grade level PLC teams analyze student academic performance data specifically focusing on students with disabilities who exhibit high chronic absenteeism and are low performing in ELA and/or Math. Through root cause analysis we identified trends and specific areas of need to better support our students with disabilities. Ongoing progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Targeted Interventions:

Student IEPs are regularly reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. Attendance Monitoring and Supports: Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives.

Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, administrators, and parents/guardians to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, and access to specialized services and resources.

Family and Community Engagement:

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, Meadows Elementary aims to improve attendance rates and academic outcomes for students with disabilities, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

Other Needs

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

As of March 2024, there are 161/431 students reading in the NOT MET level which is far below grade level on local district assessments (NSGRA, Adelante RR and STAR Reading). The levels range from NOT MET, NEARLY MET, MET and EXCEEDED. This number has been strategically reduced as an effort to position students to meet standards in subsequent years. There were 210 students in NOT MET for literacy at the beginning of year and 43 students moved out of the category reducing to 161/431. Of the 161 there are 18 students with IEPs and 15 Newcomers.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.22%	0%	%	1	0	
African American	1.96%	2.31%	1.62%	9	10	7
Asian	16.34%	15.97%	16.44%	75	69	71
Filipino	6.10%	6.48%	6.25%	28	28	27
Hispanic/Latino	70.15%	71.53%	72.69%	322	309	314
Pacific Islander	0.65%	0.23%	0.23%	3	1	1
White	1.96%	1.16%	0.93%	9	5	4
Multiple/No Response	2.61%	2.31%	1.85%	12	10	8
Total Enrollment				459	432	432

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	86	68	57
Grade 1	78	69	64
Grade 2	51	73	75
Grade3	54	49	72
Grade 4	59	51	50
Grade 5	67	60	51
Grade 6	64	62	63
Total Enrollment	459	432	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 from 21-22 to 22-23 which is in line with going from three 3rd grade classes and three 4th grade classes to 2 of each.
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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	168	193	187	36.8%	36.9%	43.3%
Fluent English Proficient (FEP)	28	33	93	5.3%	6.2%	21.5%
Reclassified Fluent English Proficient (RFEP)	109	79		28.9%	24%	

Conclusions based on this data:

1. There has been a slight increase in English Learners with the influx of newcomers as well as growing of SDLI program.
2. There has been a decrease in reclassified students in the past three years. Typically it is due to the fact there are less candidates ready for reclassification based on literacy levels in English.
3. 67.2% of students are multilingual learners with 24.7% being fluent in English.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	51	0	52	49	0	52	49	0.0	96.3	96.1
Grade 4	70	61	55	0	61	50	0	61	50	0.0	100.0	90.9
Grade 5	62	64	64	0	64	59	0	64	59	0.0	100.0	92.2
Grade 6	65	61	64	0	61	58	0	61	58	0.0	100.0	90.6
All Grades	266	240	234	0	238	216	0	238	216	0.0	99.2	92.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2415.		23.08	24.49		17.31	18.37		36.54	30.61		23.08	26.53
Grade 4		2439.	2484.		16.39	34.00		19.67	20.00		22.95	20.00		40.98	26.00
Grade 5		2489.	2458.		14.06	13.56		26.56	15.25		26.56	23.73		32.81	47.46
Grade 6		2531.	2491.		13.11	8.62		39.34	29.31		29.51	25.86		18.03	36.21
All Grades	N/A	N/A	N/A	NA	16.39	19.44	NA	26.05	20.83	NA	28.57	25.00	NA	28.99	34.72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.24		69.23	67.35		19.23	20.41
Grade 4		11.48	20.00		65.57	68.00		22.95	12.00
Grade 5		7.81	8.47		64.06	71.19		28.13	20.34
Grade 6		19.67	5.17		49.18	53.45		31.15	41.38
All Grades	NA	12.61	11.11	NA	61.76	64.81	NA	25.63	24.07

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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	14.29		55.77	59.18		28.85	26.53
Grade 4		8.20	30.00		57.38	46.00		34.43	24.00
Grade 5		15.63	5.08		60.94	50.85		23.44	44.07
Grade 6		18.03	13.79		60.66	55.17		21.31	31.03
All Grades	NA	14.29	15.28	NA	58.82	52.78	NA	26.89	31.94

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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	10.20		69.23	71.43		13.46	18.37
Grade 4		9.84	12.00		68.85	76.00		21.31	12.00
Grade 5		10.94	10.17		71.88	66.10		17.19	23.73
Grade 6		13.11	1.72		78.69	74.14		8.20	24.14
All Grades	NA	12.61	8.33	NA	72.27	71.76	NA	15.13	19.91

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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	14.29		71.15	63.27		13.46	22.45
Grade 4		19.67	18.00		62.30	66.00		18.03	16.00
Grade 5		12.50	6.78		67.19	57.63		20.31	35.59
Grade 6		14.75	13.79		75.41	62.07		9.84	24.14
All Grades	NA	15.55	12.96	NA	68.91	62.04	NA	15.55	25.00

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Conclusions based on this data:

1. 4th grade was the only grade with an overall increase in mean scale score.
2. 3rd-5th grade increased the percent of students reading above grade level, but there was a significant decrease in 6th grade. Across cohorts, 4th grade was the only grade with an increase in this area.
3. Reading was the only area with reduction in students below grade level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	51	0	53	51	0	53	51	0.0	98.1	100.0
Grade 4	70	61	55	0	61	55	0	61	55	0.0	100.0	100.0
Grade 5	62	64	64	0	64	63	0	64	63	0.0	100.0	98.4
Grade 6	65	61	64	0	61	63	0	61	63	0.0	100.0	98.4
All Grades	266	240	234	0	239	232	0	239	232	0.0	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2415.		18.87	7.84		35.85	31.37		18.87	35.29		26.42	25.49
Grade 4		2454.	2489.		14.75	30.91		19.67	21.82		32.79	29.09		32.79	18.18
Grade 5		2478.	2474.		6.25	15.87		25.00	11.11		35.94	23.81		32.81	49.21
Grade 6		2515.	2458.		13.11	3.17		18.03	11.11		42.62	33.33		26.23	52.38
All Grades	N/A	N/A	N/A	NA	12.97	14.22		24.27	18.10	NA	33.05	30.17	NA	29.71	37.50

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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	17.65		33.96	50.98		28.30	31.37
Grade 4		19.67	40.00		49.18	38.18		31.15	21.82
Grade 5		7.81	15.87		51.56	42.86		40.63	41.27
Grade 6		9.84	1.59		63.93	50.79		26.23	47.62
All Grades	NA	17.99	18.10	NA	50.21	45.69	NA	31.80	36.21

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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	9.80		45.28	60.78		30.19	29.41
Grade 4		18.03	20.00		44.26	52.73		37.70	27.27
Grade 5		14.06	14.29		46.88	38.10		39.06	47.62
Grade 6		18.03	3.17		59.02	50.79		22.95	46.03
All Grades	NA	18.41	11.64	NA	48.95	50.00	NA	32.64	38.36

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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	17.65		64.15	64.71		16.98	17.65
Grade 4		13.11	30.91		55.74	47.27		31.15	21.82
Grade 5		7.81	7.94		64.06	58.73		28.13	33.33
Grade 6		8.20	3.17		67.21	52.38		24.59	44.44
All Grades	NA	11.72	14.22	NA	62.76	55.60	NA	25.52	30.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 4th and 5th grades increased the mean scale score across cohorts from 3rd-4th and 4th-5th.
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 38.36% below standard.
3. Concepts and Procedures had the highest percent of students above standard at 18.10%

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1424.9	1454.6	1457.0	1429.7	1409.9	1451.4	1413.7	59	44	33
1	1441.7	1461.4	1408.3	1465.7	1482.3	1426.7	1417.3	1439.9	1389.4	41	37	39
2	1500.7	1495.3	1451.7	1492.4	1492.7	1459.9	1508.6	1497.4	1443.1	27	33	30
3	1470.4	1473.6	1474.5	1473.5	1476.6	1475.5	1466.7	1470.0	1473.0	29	20	20
4	1483.3	1523.6	1480.4	1484.5	1536.5	1475.4	1481.6	1510.4	1484.8	28	24	24
5	1503.7	1531.3	1555.5	1495.8	1541.5	1555.3	1511.3	1520.5	1555.3	18	24	26
6	1482.7	1548.5	1514.6	1481.8	1564.2	1506.6	1483.1	1532.4	1522.0	20	16	24
All Grades										222	198	196

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.18	37.29	34.09	42.42	18.64	20.45	24.24	16.95	13.64	15.15	59	44	33
1	19.51	18.92	5.13	26.83	32.43	33.33	29.27	18.92	33.33	24.39	29.73	28.21	41	37	39
2	33.33	39.39	0.00	40.74	21.21	43.33	18.52	27.27	33.33	7.41	12.12	23.33	27	33	30
3	3.57	10.00	5.00	32.14	20.00	30.00	42.86	60.00	50.00	21.43	10.00	15.00	28	20	20
4	0.00	16.67	8.33	28.57	54.17	29.17	67.86	20.83	29.17	3.57	8.33	33.33	28	24	24
5	11.11	25.00	40.00	44.44	50.00	36.00	33.33	20.83	16.00	11.11	4.17	8.00	18	24	25
6	0.00	37.50	25.00	20.00	31.25	33.33	40.00	18.75	16.67	40.00	12.50	25.00	20	16	24
All Grades	16.29	26.26	13.85	33.03	34.34	35.90	33.03	25.25	28.72	17.65	14.14	21.54	221	198	195

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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	27.27	35.59	27.27	39.39	13.56	9.09	18.18	15.25	13.64	15.15	59	44	33
1	31.71	48.65	15.38	39.02	27.03	41.03	14.63	16.22	25.64	14.63	8.11	17.95	41	37	39
2	51.85	39.39	16.67	37.04	39.39	53.33	3.70	15.15	16.67	7.41	6.06	13.33	27	33	30
3	17.86	25.00	30.00	50.00	35.00	25.00	10.71	30.00	30.00	21.43	10.00	15.00	28	20	20
4	7.14	66.67	25.00	50.00	16.67	33.33	39.29	8.33	12.50	3.57	8.33	29.17	28	24	24
5	16.67	58.33	56.00	66.67	37.50	28.00	5.56	0.00	8.00	11.11	4.17	8.00	18	24	25
6	20.00	68.75	37.50	25.00	18.75	37.50	40.00	6.25	4.17	15.00	6.25	20.83	20	16	24
All Grades	28.05	50.00	28.21	41.63	29.29	37.95	17.19	12.12	16.92	13.12	8.59	16.92	221	198	195

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.12	15.25	34.09	21.21	49.15	34.09	54.55	16.95	11.36	12.12	59	44	33
1	12.20	16.22	0.00	19.51	13.51	17.95	24.39	24.32	43.59	43.90	45.95	38.46	41	37	39
2	29.63	27.27	0.00	40.74	30.30	30.00	14.81	15.15	40.00	14.81	27.27	30.00	27	33	30
3	0.00	0.00	0.00	14.29	5.00	20.00	42.86	60.00	50.00	42.86	35.00	30.00	28	20	20
4	0.00	4.17	4.17	0.00	25.00	16.67	60.71	45.83	41.67	39.29	25.00	37.50	28	24	24
5	11.11	4.17	24.00	5.56	20.83	28.00	55.56	58.33	36.00	27.78	16.67	12.00	18	24	25
6	0.00	0.00	4.17	10.00	37.50	29.17	25.00	43.75	37.50	65.00	18.75	29.17	20	16	24
All Grades	11.76	13.13	6.15	15.84	24.24	23.08	39.37	36.87	43.59	33.03	25.76	27.18	221	198	195

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.30	66.10	47.73	54.55	3.39	6.82	15.15	59	44	33
1	29.27	51.35	35.90	60.98	43.24	43.59	9.76	5.41	20.51	41	37	39
2	14.81	39.39	13.33	81.48	54.55	70.00	3.70	6.06	16.67	27	33	30
3	10.71	20.00	10.00	57.14	55.00	50.00	32.14	25.00	40.00	28	20	20
4	14.29	50.00	29.17	75.00	50.00	54.17	10.71	0.00	16.67	28	24	24
5	16.67	4.17	36.00	72.22	83.33	56.00	11.11	12.50	8.00	18	24	25
6	5.00	31.25	12.50	35.00	56.25	62.50	60.00	12.50	25.00	20	16	24
All Grades	20.36	37.37	25.13	64.71	54.04	55.38	14.93	8.59	19.49	221	198	195

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	24.24	47.46	45.45	60.61	20.34	18.18	15.15	59	44	33
1	31.71	32.43	17.95	56.10	54.05	58.97	12.20	13.51	23.08	41	37	39
2	70.37	39.39	50.00	22.22	48.48	40.00	7.41	12.12	10.00	27	33	30
3	37.04	55.00	35.00	37.04	35.00	55.00	25.93	10.00	10.00	27	20	20
4	7.41	83.33	33.33	88.89	4.17	37.50	3.70	12.50	29.17	27	24	24
5	44.44	87.50	68.00	50.00	8.33	24.00	5.56	4.17	8.00	18	24	25
6	60.00	81.25	62.50	30.00	12.50	16.67	10.00	6.25	20.83	20	16	24
All Grades	37.90	53.54	39.49	48.40	34.34	43.59	13.70	12.12	16.92	219	198	195

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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	12.12	74.58	68.18	72.73	18.64	11.36	15.15	59	44	33
1	21.95	27.03	2.56	19.51	8.11	53.85	58.54	64.86	43.59	41	37	39
2	48.15	42.42	3.33	29.63	24.24	66.67	22.22	33.33	30.00	27	33	30
3	10.71	5.00	0.00	35.71	55.00	45.00	53.57	40.00	55.00	28	20	20
4	0.00	4.17	0.00	64.29	66.67	58.33	35.71	29.17	41.67	28	24	24
5	11.11	0.00	24.00	66.67	79.17	68.00	22.22	20.83	8.00	18	24	25
6	0.00	6.25	4.17	10.00	50.00	50.00	90.00	43.75	45.83	20	16	24
All Grades	14.03	18.18	6.67	46.15	47.98	60.00	39.82	33.84	33.33	221	198	195

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	33.33	37.29	31.82	51.52	18.64	18.18	15.15	59	44	33
1	17.07	13.51	2.56	46.34	59.46	61.54	36.59	27.03	35.90	41	37	39
2	25.93	33.33	23.33	59.26	45.45	53.33	14.81	21.21	23.33	27	33	30
3	3.57	0.00	10.00	60.71	75.00	65.00	35.71	25.00	25.00	28	20	20
4	0.00	8.33	8.33	78.57	83.33	58.33	21.43	8.33	33.33	28	24	24
5	5.56	12.50	44.00	72.22	79.17	44.00	22.22	8.33	12.00	18	24	25
6	5.00	25.00	16.67	65.00	68.75	66.67	30.00	6.25	16.67	20	16	24
All Grades	19.46	23.74	19.49	55.20	58.59	56.92	25.34	17.68	23.59	221	198	195

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was a decrease of 12.41% of students with overall level 4 from 21-22 to 22-23 due in part to the amount of reclassifications the in 21-22.
2. There was an increase in level 1 for both written and oral language with the highest increase in oral language (listening and speaking).
3. Both receptive language (listening-25.13% and reading-6.67%) scores were counterintuitive to how we think about language as acquiring receptive skills first and then developing expressive language (speaking-39.49% and writing-19.49%).

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
432	69.9	47.7	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	47.7
Foster Youth	2	0.5
Homeless	6	1.4
Socioeconomically Disadvantaged	302	69.9
Students with Disabilities	41	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.3
Asian	69	16
Filipino	28	6.5
Hispanic	309	71.5
Two or More Races	10	2.3
Pacific Islander	1	0.2
White	5	1.2

Conclusions based on this data:

1. Meadows has a population of 69.9% 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. 9.5% 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 (47.7%) 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Red		

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 is ORANGE overall but there are four subgroups in RED including English Learners who also have a RED in the area of English Learner Progress.

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

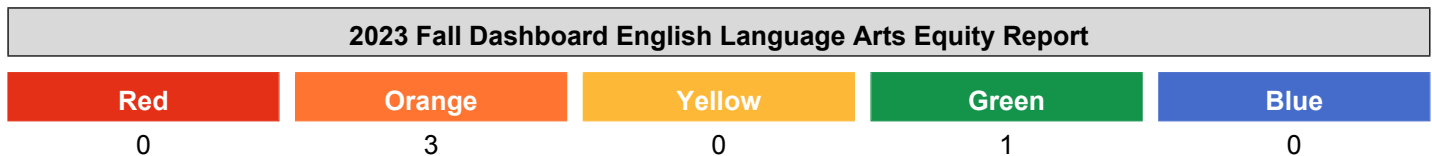
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 21.6 points below standard Decreased -8.7 points 208 Students	English Learners  Orange 47.3 points below standard Decreased Significantly -16.4 points 108 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 35.8 points below standard Decreased -13.1 points 151 Students	Students with Disabilities 81 points below standard Decreased Significantly -29.9 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students	Asian  Green 21.3 points above standard Increased +3.4 points 46 Students	Filipino 35.5 points above standard Increased Significantly +25.4 points 14 Students
Hispanic  Orange 40.3 points below standard Decreased Significantly - 18.6 points 136 Students	Two or More Races Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 2 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 84.7 points below standard Decreased Significantly -18 points 70 Students	Reclassified English Learners 21.5 points above standard Decreased -4.1 points 38 Students	English Only 6.4 points below standard Maintained +0.2 points 60 Students
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Conclusions based on this data:

1. In order to get a "medium" rating overall, we would need to increase 16.6 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. There is an achievement gap of 61.6 points between Hispanic and Asian students.

School and Student Performance Data

Academic Performance Mathematics

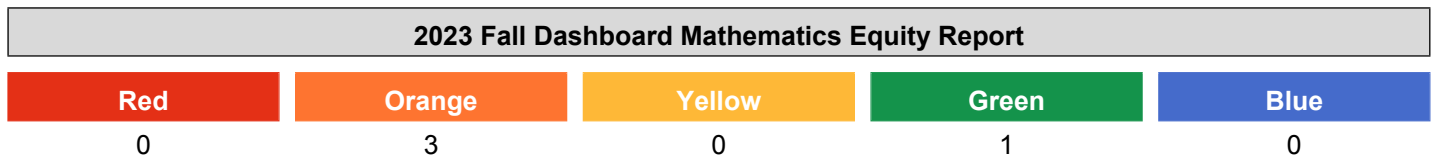
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 33.5 points below standard Decreased -4.4 points 208 Students	English Learners  Orange 48.1 points below standard Decreased -10.7 points 108 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 48.9 points below standard Decreased -12.2 points 151 Students	Students with Disabilities 63.2 points below standard Decreased Significantly -40.8 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students	Asian  Green 26.6 points above standard Decreased -4.8 points 46 Students	Filipino 2.9 points above standard Increased +13.4 points 14 Students
Hispanic  Orange 53.6 points below standard Decreased -9.8 points 136 Students	Two or More Races Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 74 points below standard Decreased -7.7 points 70 Students	Reclassified English Learners 0.2 points below standard Decreased -7.9 points 38 Students	English Only 27.4 points below standard Maintained +1.9 points 60 Students
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Conclusions based on this data:

1. In order to get a "medium" rating overall, we would need to increase 8.5 points closer to standard. Medium range = (-25.0 to -0.1 points)
2. As of March 2024, 55% of students are meeting or exceeding standards according to local STAR Renaissance scores in mathematics in grades 1-6.
3. The current EL subgroup (70 students) has the highest growth potential at 74 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

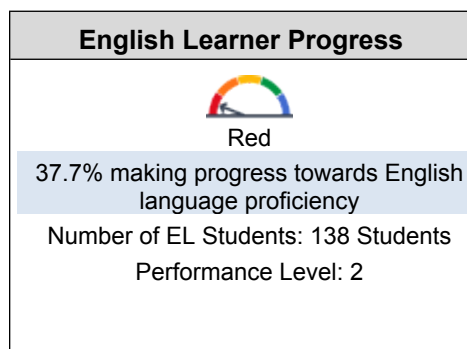
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 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.

2023 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
43	43	5	47

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 jumped to a rating of "high" with 60% either maintaining ELPI level 4 or progressing one ELPI level in 2021-22. It has now dropped back down to "low" in part due to a large group was reclassified and moved out of the level 4 category for the 22-23 school year. The "low" is also marked RED due to dropping 22.3% making progress. In order to move to ORANGE, there needs to be a less than 10% decline in progress.
2. In order to move a level to a "medium" rating, we will need to have 45.0% to 54.9% making progress towards English Language Proficiency by either holding at ELPI 4 or progressing one ELPI level. According to Datazone, 13% of ELs (21 students) are currently at ELPI 4.
3. In the 21-22 school year, there 54% of students who progressed an ELPI level, which dropped to 34.1% in 22-23. The pattern of language acquisition does not coincide with one level per year. Typically level 3 is where students spend a couple of years to develop advanced skills as intermediate language learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Orange

18.1% Chronically Absent

Increased 1

469 Students

English Learners



Red

21.1% Chronically Absent

Increased 1.8

232 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

50% Chronically Absent

0

12 Students

Socioeconomically Disadvantaged



Red

20.8% Chronically Absent

Increased 2.1

342 Students

Students with Disabilities



Red

25.5% Chronically Absent

Increased 4.7

51 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 10 Students	American Indian  No Performance Color 0 Students	Asian  Green 4.1% Chronically Absent Declined -1 74 Students	Filipino 10.7% Chronically Absent Declined -3.6 28 Students
Hispanic  Red 21.8% Chronically Absent Increased 2.9 339 Students	Two or More Races 16.7% Chronically Absent Declined -8.3 12 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 5 Students

Conclusions based on this data:

1. Due to "very high" rating of chronic absenteeism for students with disabilities, Hispanic students, English Learners and Socioeconomically Disadvantaged youth, each subgroup was given a RED rating as all had over 20.1% absence and increased by 0.5-3.0 points.
2. The highest increase in rate of chronic absenteeism was for students with disabilities which increased by 4.7%. The highest percentage of chronic absenteeism is for our homeless youth who miss 50% of school.
3. There is a correlation to the subgroups who are chronically absent and achievement in literacy and mathematics. There is also a correlation to the achievement gap between our Asian and Hispanic students that mirrors the attendance gap between the subgroups with Asians out performing and out attending in all categories.

School and Student Performance Data

Conditions & Climate Suspension Rate

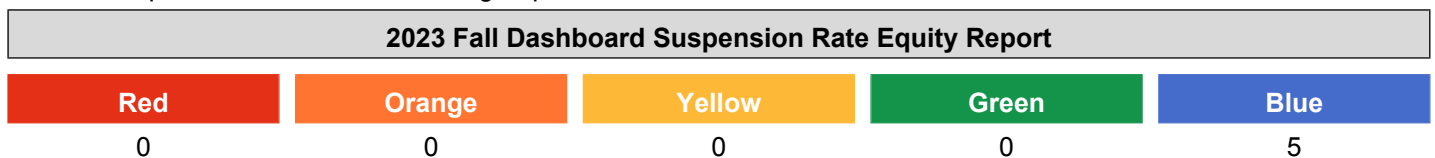
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0 483 Students	English Learners  Blue 0% suspended at least one day Maintained 0 237 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day 15 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 353 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 10 Students	American Indian  No Performance Color 0 Students	Asian  Blue 0% suspended at least one day Maintained 0 77 Students	Filipino 0% suspended at least one day Maintained 0 29 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 349 Students	Two or More Races 0% suspended at least one day Maintained 0 12 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 5 Students

Conclusions based on this data:

1. Suspension rate has maintained at 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.

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

By June of 2025, the distance from standard for ALL 3rd-6th students on CAASPP will increase by 11.6 points from 21.6 points below standard to 10 points below standard to move from "low" to "medium" rating in English Language Arts.

By June of 2025, the distance from standard for All 3rd-6th students on CAASPP will increase by 13.5 points from 33.5 points below standard to 25.0 points below standard to move from "low" to "medium" rating in Mathematics.

By June of 2025, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from a 61.6 point to a 58.5 point gap in English Language Arts.

By June of 2025, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from an 80.2 point to a 76.2 point gap in Mathematics.

By June of 2025, the percent of English Learners making progress towards English Language Proficiency will increase by 13.3% from 37.7% to 50% based on the ELPAC.

By March of 2025, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 9% from 51% to 60% on Next Step Guided Reading Assessment.

By March of 2025, the percentage of Spanish Dual Language Immersion students in grades K-3 meeting or exceeding standard in reading will increase by 18% from 32% to 50% on Adelante Running Record in Spanish.

By March of 2025, the percentage of students in grade 4-6 meeting or exceeding standard in reading will increase by 11% from 34% to 45% on STAR Reading.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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 done some foundational work around the science of reading and are seeing the impact on local data in terms of positioning students to meet standards in subsequent years. At the beginning of the year, 209/431 students were in the NOT MET level of mastery in reading. The levels of NOT MET, NEARLY MET, MET and EXCEEDED are used to gauge progress and NOT MET indicates significantly below standard. The higher in grade, the NOT MET can range from 2-5 years below grade level. As of our April 26 progress monitoring date, we have moved 67 students out of the NOT MET category which is 32% of the students who are now better positioned to meet standards in reading in the current or subsequent years. We will continue to do this work while setting some baseline goals at the beginning of the year for the percentage of students we aim to move to mastery by moving them to MET in literacy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 California School Dashboard	In English Language Arts, the distance from standard for English Learners was 47.3 points below standard.	In English Language Arts, the distance from standard for English Learners will increase by 27.3 points from 47.3 points below standard to 20 points below standard.
2023 California School Dashboard	In English Language Arts, the distance from standard for Hispanic students was 40.3 points below standard.	In English Language Arts, the distance from standard for Hispanic students will increase by 25.3 points from 40.3 points below standard to 15 points below standard.
2023 California School Dashboard	In English Language Arts, the distance from standard for Socioeconomically Disadvantaged was 35.8 points below standard.	In English Language Arts, the distance from standard for Socioeconomically Disadvantaged will increase by 15.8 points from 35.8 points below standard to 20 points below standard.
2023 California School Dashboard	In Mathematics, the distance from standard for English Learners was 48.1 points below standard.	In Mathematics, the distance from standard for English Learners will increase by 18.1 points from 48.1 points below standard to 30 points below standard.
2023 California School Dashboard	In Mathematics, the distance from standard for Hispanic students was 53.6 points below standard.	In Mathematics, the distance from standard for Hispanic students will increase by 23.6 points from 53.6 points below standard to 30 points below standard.
2023 California School Dashboard	In Mathematics, the distance from standard for Socioeconomically Disadvantaged was 48.9 points below standard.	In Mathematics, the distance from standard for Socioeconomically Disadvantaged will increase by 18.9 points from 48.9 points below standard to 30 points below standard.
2023 California School Dashboard	In English Learner Progress, 31.2% 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 11.2% from 31.2% to 20%.
2023 California School Dashboard	In English Learner Progress, 34.1% 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 10.9% from 34.1% to 45%.
2024 STAR Renaissance Reading	In March 2024, 34% 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 11% from 34% to 50% on STAR reading.
2024 Next Steps Guided Reading Assessment	In March 2024, 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.
2024 Adelante Running Record	In March 2024, 32% of Spanish Dual Language Immersion students in grades K-3 were meeting or exceeding standard on Adelante Running Record in Spanish.	The percentage of Spanish Dual Language Immersion students in grades K-3 meeting or exceeding standard in reading will increase by 18% from 32% to 50% on Adelante Running Record in Spanish.

2024 STAR Renaissance Mathematics	In March 2024, 55% of students in grades 4-6 were meeting or exceeding standard on STAR reading.	The percentage of students in grades 1-6 meeting or exceeding standard in mathematics will increase by 10% from 55% to 65% on STAR mathematics.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	Students identified for targeted assistance based on reading progress	150,000 District Funded 1000-1999: Certificated Personnel Salaries Intervention teacher 3000-3999: Employee Benefits
1.2	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.	All Students	17385 Title I 1000-1999: Certificated Personnel Salaries .165 FTE 35224 LCFF Supplemental 1000-1999: Certificated Personnel Salaries .233 FTE 15,423 LCFF Concentration 1000-1999: Certificated Personnel Salaries 0.1020 Certificated staff Title I 3000-3999: Employee Benefits Certificated benefits LCFF Supplemental 3000-3999: Employee Benefits Certificated benefits LCFF Concentration 3000-3999: Employee Benefits Certificated benefits
1.3	0.6 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	SDLI students	90,000 District Funded 1000-1999: Certificated Personnel Salaries 0.6 FTE

	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.		
1.4	MTSS team (Instructional Leadership Team) will meet 3 times per year for a full day to develop and refine systems of student support for behavior, attendance, and social emotional academic development. They will then meet in between each full day to monitor the implementation of the school plan based on progress monitoring of goals.	All students	5250 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub rate 3000-3999: Employee Benefits benefits
1.5	Students will have access to copies/reprographics of standards aligned materials and resources.	All students	7316 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures copier lease 48 Title I 5000-5999: Services And Other Operating Expenditures reprographics
1.6	Staff will attend all district provided professional learning opportunities.	All students	District Funded None Specified
1.7	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 (three half days per grade) for implementation of site and district initiatives.	All students	6750 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub rate LCFF Supplemental 3000-3999: Employee Benefits
1.8	A roving sub will be provided 7 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.	Targeted students based on need	1750 LCFF Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional 3000-3999: Employee Benefits Classified Benefits
1.9	Periodic training and planning time will be offered as part of the development of the Spanish Dual Language Instruction program.	SDLI students	District Funded None Specified
1.10	Principal will meet with TOSAs during school breaks for systems alignment and next steps in both instructional and systems support. The days will be built into their calendar for no added cost.	All students	0

1.11	Bilingual paraeducator will provide targeted reading intervention under the direction of the principal based on formative assessment results.	Students in SDLI program	District Funded None Specified
1.12	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. Our Scholastic Book Fair will be used to earn book credits to purchase from Scholastic. In addition, there will be additional emphasis from 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.	All students with emphasis on SDLI	0 None Specified
1.13	Lexia Core 5, Power Up and Imagine Learning Espanol will be used as online Tier 1 interventions.	All students	District Funded None Specified
1.14	Supplemental materials and instructional supplies will be provided to support students reaching mastery of standards.	All students	15141 LCFF Supplemental 4000-4999: Books And Supplies supplies
1.15	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.	All students	0 None Specified
1.16	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.	English Learners	0 None Specified
1.17	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.	All students based on performance	0 None Specified
1.18	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.	All students	0 None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

As mentioned, at the beginning of the year, 209/431 students were in the NOT MET level of mastery in reading. The levels of NOT MET, NEARLY MET, MET and EXCEEDED are used to gauge progress and NOT MET indicates significantly below standard. The higher in grade, the NOT MET can range from 2-5 years below grade level making it unrealistic to bring all students to meeting standard in a year, so our focus was on intentional positioning and monitoring of students in the NOT MET category. Proudly as of April 26, we have moved 67 students out of the NOT MET category, most to NEARLY MET but a handful to MET positioning them to greater success for the subsequent years.

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/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.

Our focus next year will be to continue to position students in literacy and to add a layer of whole school intentional attendance data monitoring in the attempt to have a greater impact of student learning overall.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Conditions For Learning

By June 2025, 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 of 2025, the percentage of students who are chronically absent will decrease by 2.1% from 18.1% to 16% as measured by the California School Dashboard.

By June of 2025, the percentage of English Learners who are chronically absent will decrease by 3.1% from 21.1% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).

By June of 2025, the percentage of Hispanic Students who are chronically absent will decrease by 3.8% from 21.8% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).

By June of 2025, the percentage of students socioeconomically disadvantaged who are chronically absent will decrease by 2.8% from 20.8% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).

By June of 2025, the percentage of students with disabilities who are chronically absent will decrease by 5.5% from 25.5% to 20% as measured by the California School Dashboard (20% is the cutoff between high and very high).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

While there has been an increase to precovid numbers of 100% of staff feeling cared about, there are still persistent behavioral concerns that impact the overall sense of safety and belonging for students. While there are not major safety concerns of violence and culture of student fights, the pervasiveness of put downs, teasing and relational aggression even amongst friend groups is an area to target for social skill development as it impacts sense of self and sense of belonging.

In addition to sense of belonging, chronic absenteeism is a pervasive issue that requires new systems, strategies and supports to aim at increasing student attendance. The academic achievement gaps are a mirror of the attendance gaps with only the Asian subgroup in the GREEN on the California School Dashboard and all other significantly represented groups in the RED. We simply cannot teach those who do not attend, so our major campaign next year will be on promoting and acknowledging positive school attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 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" increased by 1% from 46% to 47%.	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 3% from 47% to 50%.
2024 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 2% from 59% to 57% 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 3% from 57% to 60% responding "no, never".
2024 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" increased by 1% from 46% to 47%.	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 3% from 47% to 50%.
2024 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 2% from 60% to 58%.	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 7% from 58% to 60%.
2024 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" decreased by 2% from 74% to 72%.	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 72% to 75%.
2024 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "are you happy to be a student at this school" increased by 3% from 74% to 77%.	The percentage of students in grades 3-6 who respond favorably to the question "are you happy to be a student at this school" will increase by 3% from 77% to 80%.
2024 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 4% from 96% to 100%.	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 maintain at 100%.
2023 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.
2023 California School Dashboard	The percentage of students who were chronically absent was 18.1%.	The percentage of students who are chronically absent will decrease by 2.1% from 18.1% to 16%.
2023 California School Dashboard	The percentage of students with disabilities who were chronically absent was 25.5%.	The percentage of students with disabilities who are chronically absent will decrease by 5.5% from 25.5% to 20%.
2023 California School Dashboard	The percentage of English Learners who were chronically absent was 21.1%.	The percentage of English Learners who are chronically absent will decrease by 3.1% from 21.1% to 18%.
2023 California School Dashboard	The percentage of Hispanic students who were chronically absent was 21.8%.	The percentage of Hispanic students who are chronically absent will decrease by 3.8% from 21.8% to 18%.

2023 California School Dashboard	The percentage of students socioeconomically disadvantaged who were chronically absent was 20.8%.	The percentage of students socioeconomically disadvantaged will decrease by 2.8% from 20.8% to 18%.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students with focused attention on the 4 identified subgroups in RED (Hispanic, students with disabilities, English Learners, socioeconomically disadvantaged.	150,000 District Funded 1000-1999: Certificated Personnel Salaries school social worker District Funded 3000-3999: Employee Benefits
2.2	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.	All students	18,461 General Fund 2000-2999: Classified Personnel Salaries noon duty General Fund 3000-3999: Employee Benefits
2.3	Principal is available by phone/text throughout the school day for staff to reach out if support is needed.	All students	500 General Fund 5900: Communications phone
2.4	Staff will continue to use the School Linked Services referral process to support students and families needing additional support or resources.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures
2.5	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.	All students	800 General Fund 2000-2999: Classified Personnel Salaries custodial time General Fund 2000-2999: Classified Personnel Salaries
2.6	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as SJZ Progressions.	All students	28,333.33 District Funded 5000-5999: Services And Other Operating Expenditures
2.7	Student council will organize periodic spirit weeks based on themes such as kindness, inclusivity and	All students	0

	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.		
2.8	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.	All students	1000 General Fund 4000-4999: Books And Supplies incentives
2.9	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.	All students	0
2.10	Principal will follow A2A attendance guidelines and meet regularly with parents of students who receive truancy or excessive absentee notices.	All students with focused attention on the 4 identified subgroups in RED (Hispanic, students with disabilities, English Learners, socioeconomically disadvantaged).	District Funded 5800: Professional/Consulting Services And Operating Expenditures
2.11	Principal will work with MTSS TOSA, social worker and attendance secretary to develop Tier 1 systems to monitor student attendance proactively with progress monitoring checks embedded. Tier 1 system will include attendance data added to class lists, scripts for teachers and secretaries to communicate with families when absences occur and progress monitoring dates for attendance team to calendar.	All students with focused attention on the 4 identified subgroups in RED (Hispanic, students with disabilities, English Learners, socioeconomically disadvantaged).	0
2.12	Principal will work with MTSS TOSA, social worker and attendance secretary to develop Tier 2 systems to monitor student attendance proactively with progress monitoring checks embedded. Tier 2 system will include parent meetings, SART contracts, goal and token board system to improve attendance and SLS referrals if other factors impact such as transportation, mental health needs and housing.	All students with focused attention on the 4 identified subgroups in RED (Hispanic, students with disabilities, English Learners, socioeconomically disadvantaged).	400 General Fund 4000-4999: Books And Supplies incentives
2.13	MTSS team will develop school-wide attendance campaign including posters for the fences, goals for each class, incentives, rallies, and enhanced parent communication.	All students with focused attention on the 4 identified subgroups in RED (Hispanic, students with disabilities, English Learners, socioeconomically disadvantaged).	500 General Fund 4000-4999: Books And Supplies incentives
2.14	Supplies to enhance safety will be provided (e.g., bandaids, batteries for walkie-talkies and replacement walkie-talkies.	All students	400 General Fund 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Little Heroes supported not only recess and lunch activities but ongoing after school sports tournaments which engaged some of our students. Although we had different people filling in when our social worker was on leave, the lack of established relationships had an impact on the effectiveness of the role which meant the principal took on even more of the social emotional support for students in order to maintain a safe and positive school culture.

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

There was no major difference between budgeted expenditures to implement strategies. Our School Social Worker was on maternity leave until January which did impact the ability to partner on attendance monitoring and connecting family with supports. By the time she returned, the chronic absenteeism already had high numbers which made implementation of proactive attendance monitoring difficult. We also had a new secretary in charge of attendance so there was a learning curve as well. That secretary has since left and we have another new secretary so we are still in the learning curve era, but organization systems are supporting the effectiveness.

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.

Due to declining budget, we are unable to afford the cost of the Little Heroes program. Teachers suggested retooling our staff with PE ideas and training as well as having support staff help with leading a lunch activity to continue to engage students at recess. Specific strategies will be added to add systems and incentives to increase school attendance and combat the chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Engagement

By June 2025, the percentage of parents with favorable responses to the questions around parent engagement will increase by 3% from 94% to 97% based on the Winter LCAP Family Surveys.

By June 2025, the percentage of parents with favorable responses to the questions around outcomes will increase by 5% from 87% to 92% based on the Winter LCAP Family Surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Only 47 parents completed the survey, so the data is not inclusive of many families. There was an overall positive response from families of 87-96% in all areas. The areas above district average were conditions for learning, parent engagement and sense of belonging. The biggest decline was in outcomes which went from 96% to 87% based on satisfaction with their satisfaction with their child's academic progress.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 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 90% to 95%.	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 2% from 95% to 96%.
2024 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" decreased from 100% to 98%.	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 increase from 98% to 100%.
2024 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "the district takes parents' opinions into consideration" decreased from 94% to 87%.	The percentage of families who respond favorably to the parent engagement question "the district takes parents' opinions into consideration" will increase by 5% from 87% to 92%.

2024 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" decreased from 96% to 91%.	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 5% from 91% to 96%.
2024 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "I am aware of the importance of school attendance" maintained at 100%.	The percentage of families who respond favorably to the parent engagement question "I am aware of the importance of school attendance" will maintain at 100%.
2024 Panorama LCAP Family Survey	The percentage of families who responded favorably to the outcomes question "I am satisfied with my child's academic progress right now" decreased from 96% to 87%.	The percentage of families who respond favorably to the outcomes question "I am satisfied with my child's academic progress right now" will increase by 5% from 87% to 92%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All students	200 LCFF Supplemental 2000-2999: Classified Personnel Salaries interpretation LCFF Supplemental 3000-3999: Employee Benefits
3.2	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.	All students	0 District Funded None Specified interpretation
3.3	Provide food for all in person workshops and meetings including SSC, ELAC and general parent meetings and workshops.	All students	150 LCFF Supplemental 4000-4999: Books And Supplies food 400 General Fund 4000-4999: Books And Supplies food
3.4	Ensure all written fliers and communication are translated in Spanish and Vietnamese through use of adjunct duties and Spanish liaison.	All students	0
3.5	Publicize all events through multiple avenues (e.g., Parent Square posts/text/email, paper fliers and Parent Square voice messaging).	All students	District Funded None Specified communication platform

3.6	Send home report cards and important school documents in a timely manner (postage).	All students	200 General Fund 5700-5799: Transfers Of Direct Costs postage
3.7	Added secretary time to support upkeep of workload and high quality customer service.	All students	600 General Fund 2000-2999: Classified Personnel Salaries secretary extra hours General Fund 3000-3999: Employee Benefits
3.8	Provide supplies, materials and raffles for parent meetings and community events (e.g., fall carnival and winter concert).	All students	200 General Fund 4000-4999: Books And Supplies supplies, raffle items
3.9	Part-time TOSA will support parent engagement through helping develop parent workshops and supporting compliance of SSC and ELAC governance groups.	All students	7559 Title I 1000-1999: Certificated Personnel Salaries TOSA Title I 3000-3999: Employee Benefits
3.10	Spanish liaison will support recruitment for the SDLI program as well as parent engagement efforts to support the growth of the SDLI program.	All students	District Funded 2000-2999: Classified Personnel Salaries District Liaison District Funded 3000-3999: Employee Benefits
3.11	Provide monthly communication regarding the correlation between attendance and academic performance.	All students	0 Principal & TOSA partnership
3.12	Provide parents tools for supporting their children both with ongoing Parent Square messaging and workshops throughout the year.	All students	0 Principal & TOSA partnership

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All strategies were implemented as listed including providing translations and interpretations for meetings and school documents as well as effective running of governance groups.

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/budget and actual implementation.

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.

In addition to continuing what has been effective, there is still a need to foster deeper levels of parent involvement by using the parent liaison to foster ongoing parent workshops and connections. There is also a need for more frequent parent communication around attendance and the impact on academic outcomes.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$553,990.33
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$24,992.00

Subtotal of additional federal funds included for this school: \$24,992.00

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 (\$)
	\$0.00
District Funded	\$418,333.33
General Fund	\$23,461.00
LCFF Concentration	\$15,423.00
LCFF Supplemental	\$71,781.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$528,998.33

Total of federal, state, and/or local funds for this school: \$553,990.33

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
Title I	27014	2,022.00
LCFF Supplemental	96822	25,041.00
LCFF Concentration	37376	21,953.00
General Fund	23490	29.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	418,333.33
General Fund	23,461.00
LCFF Concentration	15,423.00
LCFF Supplemental	71,781.00
None Specified	0.00
Title I	24,992.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	477,591.00
2000-2999: Classified Personnel Salaries	21,811.00
4000-4999: Books And Supplies	18,191.00
5000-5999: Services And Other Operating Expenditures	35,697.33
5700-5799: Transfers Of Direct Costs	200.00
5900: Communications	500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	District Funded	390,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	28,333.33
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	General Fund	19,861.00
4000-4999: Books And Supplies	General Fund	2,900.00
5700-5799: Transfers Of Direct Costs	General Fund	200.00
5900: Communications	General Fund	500.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	15,423.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	47,224.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,950.00
4000-4999: Books And Supplies	LCFF Supplemental	15,291.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7,316.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	24,944.00
5000-5999: Services And Other Operating Expenditures	Title I	48.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	344,287.00
Goal 2	200,394.33
Goal 3	9,309.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Magdalena Moore	Principal
Rick Drewrey	Classroom Teacher
Kristina Lochmann	Classroom Teacher
Kati Bachman	Classroom Teacher
Rosa Hernandez	Other School Staff
Veronica Rizo	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 4/24/24



SSC Chairperson, Veronica Mariscal on 4/26/24

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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